Tourism:
The Quest for Professionalism

An Education and Training Strategy

Prepared by:
Ann Pollock

THE TOURISM RESEARCH GROUP
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"If you wish to plan for a year, sow seeds,
If you wish to plan for ten years, plant trees,
If you wish to plan for a lifetime, develop people."

- Kuan Chung Tzu, 7th Century, B.C.

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The report and its conclusions are the sole responsibility of the consultants, and do not necessarily reflect the opinions of those who assisted during the course of this investigation and the Federal and Provincial Governments which funded the study.

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CHAPTER ONE: CONTEXT

BACKGROUND

This report represents a major milestone in a planning process that commenced in 1983 with the publication of the B.C. Hospitality/Tourism Manpower and Training Assessment Study. That project was designed to determine employer and employee demand for training, to analyse all existing training programs and to make recommendations relative to the development of a coordinated training plan for tourism education in British Columbia. The results of that investigation not only demonstrated that the demand for training (both latent and actual) far exceeded available supply but that there is a serious need for improved coordination between the numerous agencies involved.

In August 1985 a second Tourism Subsidiary Agreement was signed between the federal and provincial governments and over $750,000 of the total $30 million funding was allocated exclusively to education/upgrading within the industry. Members of the Provincial Tourism Advisory Council's (PTAC) Education and Manpower Committee felt that the development of an education and training strategy would be the best method of ensuring that the Agreement funds were allocated in a wise and coordinated fashion.

The Chairman of the PTAC Education Committee has circulated three discussion papers designed firstly to obtain concensus and commitment regarding what should be done and secondly to create the political, collective will to take action.

The first discussion paper, distributed to members of the PTAC Education and Manpower Committee in November 1985, stated the challenge and itemized some general principles that would need to be agreed upon if progress was to be made. Discussion Paper No. 2 articulated the problems besetting tourism education more

explicitly, proposed the creation of a "coordinating mechanism" and identified five functions for such an entity. That paper was presented at the full meeting of the PTAC on April 15th, 1985 and its proposals received enthusiastic support from both industry and government participants. At that meeting the following motion was passed unanimously:

> 'That the Tourism Industry Association of B.C. and the chairman of PTAC assisted by ministry staff should work together to discuss and formulate an education plan.'

Since that meeting, TIABC obtained funding from the tourism development agreement (ERDA) to retain the Chairman as an independent consultant to recommend the most appropriate form, focus and function of the coordinating mechanism and to outline an education strategy that would guide the allocation of public and private sector funds over the period of the ERDA agreement.

As part of the concensus building process a third paper, entitled "Tourism: The Quest for Professionalism" was prepared to create a conceptual model for collaboration and integration. Instead of looking at the system wholistically and "from the top down" -as was the case in Discussion Paper 2 - the paper starts from the perspective of the employee. It addressed the most important question: **what kinds of training do current and potential employees of this industry need if they are to make a lifetime commitment to tourism?**

This paper has been circulated widely among educators, members of the industry and industry associations to obtain feedback and input. Consequently, the proposals contained in this strategic document represent a very tangible concensus of what is both desirable and achievable in tourism education in this province.

In October 1985, the former federal Minister of Tourism issued the following challenge:

> "The question is: can Canada at once upgrade the level of training for those at present in the tourism field and structure new approaches to training for those entering the industry? On the answer to this question hangs our future in what is the world's largest single industry.
>
> Surely the answer must be yes. We can find ways to develop our human resources so that Canada can compete in world tourism. Perhaps this is too modest an ambition. Why shouldn't Canada become the best in the world at tourism training? Why shouldn't other countries be importing Canadian know-how and methods?
>
> To set new standards of excellence in talent development must be our goal. This will require new and different approaches. New partnerships -between industry and school, school and labour, labour and industry - must be forged if the Canadian tourism industry is to be able to direct its collective energies towards clearly establishing goals in human resource development.
>
> That is easy to say. What is not clear is the source of the leadership in such a drive. Who among us will be sufficiently farseeing to take up the challenge?"[1]

This strategy is intended as a response to that challenge. While the process of refinement of the concepts enclosed may never conclude, it is hoped that the ideas presented herein will finally launch British Columbia into an era of quality education and quality service so vital to the future prosperity of the tourism industry.

[1]Tourism Tomorrow, Towards A Canadian Tourism Strategy, Tourism Canada, 1985

THE SCOPE OF TOURISM

While enough has already been written about the fragmentation of tourism, we need to keep in mind that there are at least eight sectors within tourism with different - though often overlapping - training needs. For the purpose of this strategy, eight sectors have been identified as presented in Exhibit 1.

EXHIBIT 1
THE SCOPE OF THE TOURISM INDUSTRY

Lodging/Accommodation
Hotels, motels, campgrounds, bed and breakfast, resorts

Transportation
Airlines, passenger rail, ferries, cruise, motor coach, taxis, car rental, recreational vehicles

Food and Beverage
Restaurants, coffee shops, neighbourhood pubs, fast food

Attractions and Events
Museums, gardens, zoos, aquaria, waterslides, heritage parks, theme parks

Outdoor Recreation/Activity Oriented
Fishing, hunting, trail riding, hiking, canoeing, river rafting, nature cruising, skiing (four kinds)

Tour Development, Travel Counselling
Retail travel agencies, tour operators, tour wholesalers, information centres

Convention and Trade Shows
Meeting facilities, convention bureau

Supporting Services
Government - development, marketing, planning, regulation, policy
Industry associations - advocacy, marketing, policy
Consulting/professional organizations - feasibility, planning, marketing

In this paper the hospitality sector (food and beverage services and accommodation) is considered a major component of tourism. The term tourism will be used in a broad sense to encompass all eight sectors.

Despite the breadth of tourism, most educators appear to have a narrow focus restricted to the hospitality component. As a consequence, many occupational areas in other vitally important sectors have been totally neglected. At the same time as remembering these eight sectoral groups, the educational planner has also to bear in mind that there are varying **levels of concentration** in each sector. By this is meant degrees of size, scale and sophistication, e.g. the independently owned motel compared to the Sheraton chain, the local diner or unique, privately owned, exclusive French restaurant compared to a McDonald's franchise or White Spot chain. It is partially because the levels of concentration in tourism vary significantly from one region to another that education/training needs will also vary.

A useful first exercise would be for the reader to complete each of the cells created in the industrialization matrix shown in Exhibit 2 with examples of specific properties and then visualize the education/training needs of each. **The diversity is so great that the only way to formulate an education strategy will be to find areas of commonality.** This search for points of common interest (not always the lowest common denominator) has been the focus of this project.

LEVELS OF JOB ACTIVITY

Within each sector there are numerous jobs that can be distinguished on the basis of activity and skill level. Throughout this project, a distinction will be made between the following:

EXHIBIT 2
LEVELS OF CONCENTRATION WITHIN THE TOURISM INDUSTRY

Levels of Concentration		Lodging	Transportation	Attractions & Events	Outdoor Recreation Activity Oriented
LOW	Small businesses Local in impact Limited corporate resources Low level of training	Hotels less than 100 rooms Most Hotels Bed & Breakfast Campgrounds	Local pedicab company Taxi companies Small airlines Motor Coach operations	Capilano Canyon Hells Gate Minter	Helmcken Falls April Point Lodge Canadian River Rafting Expeditions
MEDIUM	Medium-size corporations Regional impact Modest corporate resources Some on-the-job training Reliance on external sources	Hotels 100-250 rooms	Regional air carriers, e.g. Air B.C. Maverick Coachlines	Butchart Gardens	Whistler Blackcomb
HIGH	Large corporations National impact Sufficient resources to conduct most in-house training	National chains e.g. Holiday Inns, Delta, etc.	Air Canada Canadian Pacific	Expo '86 Disneyland Canada's Wonderland West Edmonton Mall	

Levels of Concentation		Convention Trade Shows	Food and Beverage	Tour Development
LOW	Small business Local in impact Limited corporate resources Low level of training	Classic Consulting Richmond Convention and Visitors Bureau Whistler Convention Centre	Umbertos Le Mistral Everything Done Right Catering	Retail agents Local tour operators
MEDIUM	Medium-size corporations Regional impact Modest corporate resources Reliance on external sources	Cantrav Venue West B.C. Stadium P.N.E.	White Spot Keg Restaurants The Sandwich Tree	Atlas Tours Gray Line Travel Info Network
HIGH	Large corporations National impact Sufficient resources to conduct most in-house training		McDonald's Cara Catering Gray Beverage CN Hotels	P. Lawson Travel Uniglobe

Front-Line personnel working at this level have specific focused tasks to perform, are often in direct contact with the travelling consumer, are usually new entrants into the work force and require relatively little skill training to start work. Much of this learning is 'on-the-job'.

Supervisory these personnel 'supervise' or manage other staff within an organization, undertake multiple tasks and are often required to be self-directed.

Management these executives manage many personnel and must allocate corporate/agency resources to achieve objectives. In tourism the training focus has been on the acquisition of technical management skills through operational experience.

Senior Executive For the purposes of this report, senior executives are defined as those managers who have multi-unit responsibility, i.e. a chain of facilities. Instead of the focus being on technical management skills which are derived largely from experience and which involve direct personal contact with subordinates, senior executives must analyse complex problems and develop a broad range of conceptual and organizational skills.

Exhibit 3 presents a list of the jobs available in tourism categorized by occupational level and sector.

EXHIBIT 3
TOURISM OCCUPATIONS BY SECTOR AND LEVEL

OCCUPATIONAL LEVEL	Lodging	Transportation (excluding airlines)	Attractions & Events	Outdoor Recreation/ Activity Oriented	Tour Development/ Travel Counselling/ Trade
FRONT-LINE	Chambermaid Houseman/janitor Maintenance Bellhop Doorman Valet Supply clerk Information clerk/concierge Desk clerk/reservations agent	Drivers (bus, taxi) Ticket agents Reservation agents Maintenance Baggage handler Car rental clerks Passenger attendants	Ticket sales Guides Performers Security/crowd control Maintenance/janitorial	Ticket sales/recreation attendants Guide/couriers/ interpretation Instructors Lifeguards/safety	Travel consultant Information counsellor Tour guide/courier Travel writer Reservation agent FIT/DIT specialist Group & incentive sales
SUPERVISORY	Night auditor Supervisor baggage Security Sales representatives Accounting Admin. Purchasing	Dispatch Station managers (car rental) Couriers guides/social Sales representatives	Volunteer supervisors Security supervisors Event organizers Event promotors Sales representatives Interpretation programmer	Recreation supervisors Sales representatives	Account executive Sales reps Information director Tour planners
MANAGEMENT	Social directors Executive housekeepers Front office managers Marketing manager Convention manager General managers	Sales managers Operations managers General managers	Facilities design & development Sales & marketing Operations/facilities General managers	Operations/facilities Sales and marketing Facilities design & development General managers	Travel agency managers Info centre managers Operations managers Sales & marketing General managers

		FOOD AND BEVERAGE		
OCCUPATIONAL LEVEL	Convention Trade Shows	Front-Room	Back Room	Government/Association
FRONT-LINE	Technicians (sound & audio visual aids) Interpreters (language) Security Entertainment	Bar Assistants Busboy Waiter/waitress Bartenders Wine waiters	Dishwasher/Potwasher Kitchen helper Kitchen steward Purchasing steward Food & beverage control clerk Cook helpers & apprenticeships	Information counsellors
SUPERVISORY	Meeting planners Event organizers Sales representatives Space planners-designers	Captain waiter/waitress Supervisor Bartenders Maitre d'Hotel/host/ hostess Banquet captain Cashier	First cook Chefs de Partie Executive sous-chef/ sous-chef Chef de Cuisine	Regional coordinators Planners Accommodation counsellors
MANAGEMENT	Facilities design and development Operations/facilities General managers	Food & beverage manager Catering, banquet manager	Executive chef	Marketing & public relations directors Tourism development officers Association executives

NATURE OF THE WORKFORCE

Because the subject of need was so well addressed in the Hospitality/Tourism Assessment project, only a brief overview will be provided here.

In 1983, the B.C. hospitality and tourism industry provided almost 126,000 peak season jobs. Exhibit 4 shows the distribution of these jobs by occupation group and sector. In the total industry, waiters, hosts, hostesses and servers are the largest single occupation group - 39,000 peak season jobs in these occupations. Owners, operators, managers, and supervisors are the next largest identifiable occupation group, with almost 17,200 jobs or over 13% of the total.

The 1983 study also showed that differences in the labour force characteristics of various sectors make industry generalizations difficult. For example, the Accommodation and Beverage sectors have a high proportion of young, female and part-time workers whereas Transportation employees are mostly middle-aged, male and full-time.

Some insight was provided into the nature and extent of seasonality. For the total industry, off-peak season employment represents a decline of over 25,000 jobs from the peak season but, again, the impact of seasonality was found to vary significantly between sectors. In the Events, Attractions and Recreation sectors, off-peak season employment is only about 20% of this peak compared to a 90% figure for Food and Beverage.

The survey also gave us significant insights into the extent of formal training and the perceived need for training. While, on average, half the industry's management appears to have had only on-the-job training, this percentage increased to 70% in the Accommodation sector. Yet even though the accommodation sector sample had had

least training, relatively few lodging operators (35%) expressed any need for additional training. An interesting correlation was also found to exist between managers' perceived personal training needs and their perception of staff upgrading requirements. About 85% of the managers desiring further training for themselves also felt that their staff's skills required upgrading. A key challenge for any training initiative would be to break the negative spiral whereby little training at management level depresses a demand for training within an organization. In other words, how do we motivate managers to learn?

EXHIBIT 4:

BRITISH COLUMBIA HOSPITALITY/TOURISM EMPLOYMENT BY SECTOR (1983 PEAK SEASON JOBS)

	No. of Jobs	%
Accommodation Related	16,576	13.2
Food and Beverage		
attached to accommodation	18,509	14.7
other	64,132	50.9
Travel Trade	3,106	2.5
Events & Attractions	5,736	4.5
Outdoor Recreation	8,608	6.8
Transportation	9,317	7.4
	125,984	100.0%

Source: The B.C. Hospitality/Tourism Assessment Study,. 1983, TIDSA

EXHIBIT 5

TYPE OF TRAINING OBTAINED BY MANAGERS BY SECTOR

	Classroom	On-The-Job	Combination	Total
Accommodation	4	71	25	100%
Food Services in Accommodation	8	45	47	100%
Food & Beverage	17	47	36	100%
Travel Trade	9	33	58	100%
Outdoor Recreation	17	29	54	100%
Total	12	50	38	100%

EXHIBIT 6

MANAGER'S PERCEIVED NEED FOR ADDITIONAL TRAINING BY SECTOR

	Yes	No	Total
Accommodation	35	65	100%
Food in Accommodation	51	49	100%
Food & Beverage	52	48	100%
Travel Trade	60	40	100%
Outdoor Recreation	57	43	100%
Total	49	51	100%

EXHIBIT 7

MANAGER'S PERCEIVED NEED TO UPGRADE STAFF SKILLS BY SECTOR

	Yes	No	Total
Accommodation	31	69	100%
Food in Accommodation	78	22	100%
Food & Beverage	64	36	100%
Travel Trade	70	30	100%
Outdoor Recreation	67	33	100%
Total	60	40	100%

Source: B.C. Hospitality/Tourism Education and Training Assessment Study, 1983

CURRENT DELIVERY MECHANISMS

Training programs relating to the tourism industry are currently offered by a variety of agencies and institutions that include colleges, universities, high schools, industry associations, the Knowledge Network, the Federal Business Development Bank, private corporations within the tourism industry and private training schools. It was not the intent of this project to provide a comprehensive inventory of all the programs currently available although undoubtedly one needs to be undertaken at the provincial level and published annually. It would also be of enormous value to identify the nature and extent of in-house training programs developed by some of the larger corporations within the tourism hospitality industry. Where individual corporations have developed successful programs they may be encouraged to 'market' their materials or even the training sessions to a wider audience.

The most complete inventory of courses delivered by colleges, institutions and private training schools was included as Volume II of the 1983 Tourism/Hospitality Needs Assessment Study. Appendix A to this report presents a summary of courses targeted at each of the occupational levels - front line, supervisory and management -by sector. The summary demonstrates the substantial gaps that exist within sectors. There is virtually no pre-employment training for front-line employees wishing to enter the lodging, transportation, events and attractions sectors. Lodging is better served at the supervisory level through the Hotel and Restaurant Administration courses offered by BCIT, Camosun and Malaspina which collectively graduate approximately 250 students a year. But these courses are pre-employment courses designed to prepare new entrants. They are offered on a full-time basis and are not suited to the needs of existing employees wishing to upgrade. 'Tourism is Your Business' is a self-directed study course comprising text, work book and a series of videos that focuses on financial management for the lodging sector.

There are relatively few courses at the management level. The Motel and Restaurant Management programs offered by the Open Learning Institute are designed for new or

potential entrepreneurs. SFU's Foundation in Tourism Management is designed to give middle managers a broader perspective on the tourism industry.

Management issues, principles and procedures as they apply to the operations of a transportation company (e.g. motor coach or regional airline), an attraction or event, a recreation-oriented resosrt, travel agency or inbound tour operation have not been addressed.

CURRENT SUPPORT MECHANISMS

This section of the report provides a very brief overview of the major agencies and industry associations that support the delivery of education and training programs to the tourism and hospitality industry.

Ministry of Tourism

An integral function undertaken by the Development Division of the Ministry of Tourism is to upgrade the industry's image and the attitudes of its workers. It has the specific objectives of generating an improved quality of service through education and training courses and encouraging the development of professional skills within the industry. This Branch recently developed the highly successful eight-hour hospitality course called SuperHost. The Ministry provides training for the trainers, all course materials, appropriate promotional materials and support materials.

This branch of the Ministry of Tourism has overall responsibility for administering the Training and Professional Development component that forms part of Program C of the Tourism Development Agreement signed in August 1985. Under this program, recognized tourism industry associations can apply for funding to develop on-the-job training manuals or develop courses that improve the knowledge and understanding within the industry in such areas as marketing, finance and personnel management. Projects approved to date include the development of operating manuals that can be

used for front-line employee training and management upgrading in the restaurant and bed and breakfast sectors plus an innovative set of safe food handling packages designed for culinary sector.

Ministry of Post-Secondary Education

This ministry is responsible for monitoring and sometimes funding the courses offered through colleges and universities. In addition, the Ministry offers information and advisory services to education programmes in the tourism/hospitality field, both through its coordinator of Hospitality, Tourism and Services and through its Post-Secondary Resource Centre. The Co-ordinator's responsibilities include the coordination of all courses funded by the Ministry of Post Secondary Education, consultation on hospitality industry courses offered through academic and continuing education departments, promotion of training and cooperation with the Ministry of Tourism. The Provincial Post Secondary Resource Centre offers curriculum, instructional and professional development materials for post-secondary institutions and industry.

Ministry of Labour

The Ministry of Labour funds a range of programs designed to provide on-the-job training for individuals requiring basic job skills and skills upgrade. Most of these programs provide financial assistance to the employer in the form of a wage subsidy to underwrite the costs incurred for training a new employee. Other financial programs supported by the Ministry offer loans or non-repayable grants to youths or students for employment ventures or pre-employment and upgrading training.

Assistance for apprenticeship training, as well as information and regulatory services, are also offered by the Ministry of Labour. The Ministry of Labour assists potential apprenticeships in finding placements, registers apprentices, provides funding to the Ministry of Education for the institutional portion of the training, and assists

completed apprentices in finding jobs. The only apprenticeship training for the hospitality industry is cooking. In 1983, the Ministry of Labour entered into a partnership with CEIC to cofund the Cook Apprenticeship Program which was recommended and coordinated with HIEAC (the Hospitality Industry Eduction Advisory Committee).

Tourism Canada

Although the federal and provincial tourism ministers recognized in their Statement of Principles on Federal, Provincial, Territorial Rules and Responsibilities in Respect of Tourism, that responsibility for education rests with the provinces and that the prime responsibility for human resources is that of industry, the federal government does have a role to play. In recognition of tourism's potential to create jobs, Employment and Immigration Canada have designated tourism as one of four priority sectors under The Canadian Jobs Strategy programs. Tourism Canada's role is to facilitate the ways in which the various players (federal departments and national industry associations) can work together. Tourism Canada is currently facilitating the implementation of steps to design and deliver job standards and training programs that are job-based and that lead to the awarding of formal credentials through apprenticeship programs or industry certification. Tourism Canada has brought industry associations together to help develop a plan for achieving these objectives and has offered to provide further information and analysis and to facilitate access to other government agencies involved in the process.

At a meeting of national associations, Tourism Canada and Employment and Immigration Canada in June of this year the following associations chose to develop standards as follows:

Hotel Association:	Front Office Housekeeping
CFRA:	**Restaurant/Food and Beverage Manager**
ACTA/CITC:	Travel Counsellor

Because of the need to integrate work at the provincial level with national initiatives it is vital that communication and working cooperation be maintained between provincial and national associations in this exercise.

Employment and Immigration Canada (EIC)

This federal ministry has a major impact on employment, education and training through the following spheres of activity:

1. **Employment Services for Employers**

   a) filling job vacancies with qualified workers through the national employment centres;

   b) long-range staff planning and consultation;

   c) training and retraining of employees to upgrade their skills and to alleviate forecasted skill shortages;

   d) labour force adjustment - assistance for firms undergoing technological or other changes (IAS);

   e) recruitment of workers;

f) local or national labour market information for employers;

g) employment equity information designed to help employees develop a workable female employee plan for their company or organization.

Several of the larger B.C. hotels have signed Industrial Adjustment Services Agreements (note: this program used to be called the Manpower Consultative Service). Under this program, administered by the Labour Market Services Branch, corporations receive funding assistance to:

- o develop a training program or manual
- o develop job descriptions
- o develop personnel manuals
- o develop a human resources plan

The Industrial Adjustment Services program does not cover the implementation of any training programs. Corporations must apply for funding under the Canadian Job Strategy and are allocated at the discretion of the local Canada Employment Centres.

The labour market forecasting work through COPS (the Canadian Occupational Projection System) undertaken by the Economic Services Branch of EIC has been referred to throughout this report.

2. Training Programs

The most important program administered by Employment and Immigration Canada is the Canadian Job Strategy (CJS). CJS programs offer training opportunities to various segments of the employment market with a view to increasing long-term employment in Canada. Tourism has been designated a priority sector of the Canadian economy for purposes of funding assistance under the Canadian Jobs Strategy. Between September 5, 1985 when the programs were first introduced and April, 1986, some 400 tourism

projects had been approved across Canada involving over 8,800 participants with funding assistance totalling $32 million. Another 300 projects were awaiting approval as of April. The three main sub-programs of the Canadian Job Strategy of direct relevance to the tourism industry are as follows:

A. SKILL INVESTMENT helps workers before they lose their jobs because of technological or economic change. It coordinates the efforts of employees and employers to give people a chance to learn new skills through the following methods:

Small Business Training - provides business with fewer than 100 employees financial assistance for on and off-the-job training. Reimbursements to employers include 60% of wages during off-the-job training and 25% of wages during on-the-job training.

Extended Training Leave - provides those whose business is sensitive to technological and market changes with financial asstance which will permit employees to take time off from regular duties to acquire new skills. Training leave may be either full or part-time and conducted off-the-job in a public or private institution and/or off-site by another business in an industrial setting. CEIC's financial contribution is up to 1/3 of an employee's salary during the leave, 50% of eligible training costs and up to 100% of special training costs for the disabled.

Training Trust Funds - can be set up by employee associations or union and employers to pay for their members' future graining and skill development. Under this option, the federal government will contribute 50% of the amount paid in by participants in the first year to a maximum of $200,000 and 33% in the second and third years to maximum of $100,000 in each year.

B. SKILL SHORTAGES: In some industries, skilled workers may be in short supply and in high demand. The Skill Shortages Program provides financial support for employers to train current or newly hired workers in occupations or skill areas which have been identified by CEIC as having existed or potential shortages and for which training may be an appropriate solution. In the hospitality industry the position of Executive Chef and Head Chef have been identified as being in short supply. Training may be off or on the job, full or part-time and self-employed individuals are also eligible.

Direct Purchase of Training - When the number of workers that can be trained by employers is insufficient to meet the needs of the economy, CEIC may purchase training for unemployed persons. The training may be purchased from private and/or public institutions. Unemployed trainees receive income assistance through training allowances and/or unemployment insurance.

C. JOB ENTRY PROGRAM

The Job Entry program is designed to assist those individuals experiencing difficulty making the transition from school or home to the labour market. The program has several options:

1. **Entry**: Particularly designed to assist youth, normally under the age of 25, become active members of the labour market.

2. **Re-entry**: Allows women who have been primarily engaged in full-time homemaking activities for the past 3 years to acquire skills and experience relevant to today's marketplace.

Both Entry and Re-entry combine skills training and work experience for up to 52 weeks. Training plans are developed and delivered by a Co-ordinator on contract with CEIC. The Co-ordinator arranges off-site training and work experience

with employers in the private sector. Several tourism industry associations including HIEAC and Tourism Victoria have acted as Co-ordinator. HIEAC, for example, has successfully delivered training programs in Front Desk, Cooking and Waiter, Waitress.

3. **Co-operative Education:** Provides developmental work-study experience for secondary and post-secondary students whose transition from student to full-time worker and integration into the labour market may be facilitated by this measure. Post-secondary diploma and degree institutions as well as school boards may develop such a program and receive financial assistance to offset administrative costs. This option does not provide financial assistance to students.

Federal Business Development Bank (FBDB)

The Federal Business Development Bank is a Crown Corporation whose objective is to provide and assist most types of businesses in Canada with an emphasis on the needs of small and medium-sized businesses. The following programs are of greatest relevance to the education and upgrading of industry personnel:

Do-It-Yourself Kits - These provide all the forms, documentation, and explanation necessary to help a small business operator in major aspects of business planning. Kits are now available on the following topics: Arranging Financing; Forecasting and Cash Flow Budgeting; Analyzing Financial Statements; Evaluating the Purchase of a Small Business; Credit and Collection Tips.

Business Management - The seminar program offers at lost cost a variety of full and half-day seminars on such topics as bookkeeping, marketing, taxation and finance. Seminars, each based on an extensive discussion and analysis of a case study, are aimed at owners or managers of small and medium-sized businesses and at those individuals wanting to start a business. As well, the FBDB will develop, or assist in

developing and organizing, "joint seminars" to meet the particular requirements of industrial associations or professional groups.

Management Clinics - The clinics involve a 15-20 minute video-tape presentation in any FBDB branch, focusing on a single business management topic. A workbook accompanies the presentation and can be completed at the participant's leisure. Presentations are available on an individual basis, and cover such topics as Credit and Collection, Insurance Needs, and Inventory/Merchandising Control.

Business Management Courses - The FBDB designs and publishes these courses for business people who want to improve their management skills. Courses adopt a case study method, with participants applying what they have learned to a realistic business situation. Courses are distributed in collaboration with the B.C. Ministry of Education, and are offered by community colleges in the evening, usually over a 10-week period.

Hospitality Industry Education Advisory Committee (HIEAC)

The one private sector organization whose mandate is exclusively devoted to the development of hospitality/tourism training is HIEAC. Current membership in HIEAC includes the following associations:

- Alliance of Canadian Travel Agents
- British Columbia Chefs' Association
- British Columbia Motels & Resorts Association
- Canadian Food Service Executives Association
- Canadian Institute of Travel Counsellors/B.C.
- Canadian Tour Guides Association of B.C.
- Restaurant & Food Services Association of B.C.

The Hospitality Industry Education Advisory Committee is active in the following areas:

Industry Approved Training - HIEAC provides seminars and workshops in a number of areas:

- Staff Recruitment
- Bar Service/Management
- Culinary Upgrading
- Wine Merchandising
- Travel Agent Training
- Dining Room Service
- Sanitation/Safety
- Chef de Cuisine Training
- Front Desk Computerization
- Tour Guide Training

Hospitality Career Counselling - Through its membership HIEAC has an enourmous wealth of information available to assist people wishing to pursue a career in this industry.

The HIEAC office can also provide valuable assistance for those presently working in the Industry but wishing to upgrade or change their career direction.

Food Services Apprenticeships - The HIEAC Office in conjunction with the Provincial Ministry of Labour provides industry coordination of the Cook Apprentice Program in British Columbia.

CHAPTER TWO: THE CHALLENGE AND THE OPPORTUNITY

No single industry in British Columbia has greater potential for new job creation than does tourism. Employment is expected to increase between 3-5% per annum over the next decade.

Lack of Training

Of the 125,000 British Columbians employed in the tourism sector, over 17,000 are supervisors, managers and owners yet only half of these industry leaders have enjoyed any formal training or education in this industry. For the workforce as a whole, fewer than one in five workers has received any formal training; only one in three gets formal training while on the job. Only 26% of B.C. establishments provide any on-the-job training.

At a time when tourism worldwide is becoming more competitive, B.C. must sharpen the edge of its approach to talent development. There is no point in creating world class attractions if we do not also provide the trained people required to manage and market our tourism resources head to head with the best talent in the world.

The following quotation written about Canada as a whole applies particularly well to British Columbia:

> "...Training has had a low priority in Canadian tourism. The challenge is to give it top priority. Training in the tourism industry is not a useful extra, it is an imperative. If training does not improve, our people will not improve, and we will continue to lose market share and jobs to international competitors."[1]

[1]Tourism Tomorrow, Towards A Canadian Tourism Strategy, Tourism Canada, 1985

Lack of Professionalism

Despite our recent success with Expo, there is no room for complacency. The full extent of the challenge is best summarized in the following quotation. While the remarks refer to the Alberta industry, they apply equally well to B.C.

> "There is a general public perception of the industry as a non-professional industry which offers jobs to people with few skills. Employees view it as an area which they can move into without prior training and can enter and leave at their leisure. It is not a career industry nor is the word professionalism associated with it. The implications of this situation are high turnover rates, the perception that jobs are "dead end" occupations, low employee quality, and poor attitudes and motivations.
>
> "Managers generally lack knowledge in the human resource management area of their business. Employees lack motivation and lack a positive attitude towards the nature and importance of service to hospitality."[1]

Obstacles to Training

Despite this apparent need for training, many operators are either unwilling or unable to take additional training. At least three major obstacles need to be overcome:

1. an unfounded complacency on the part of some operators that they cannot profit from additional training;

2. a fear or shyness associated with educational institutions and training consultants - many entrepreneurs have had relatively little formal education prior to starting businesses and are fearful of appearing ignorant;

[1]Alberta Tourism/Hospitality Education and Training Needs Study, Travel Alberta, 1985

3. a very real time constraint: operators work excessively long hours already often holding down several jobs. They perceive that they can neither spare the time nor the time of their employees. Innovative methods of delivering training in bite-sized chunks to the operator must be explored.

Industry at large will have to change hiring practices. There will be no point in generating well trained employees if industry refuses to recognize their training through increased wages or hiring practices that prefer cheaper untrained labour.

Lack of Direction from Industry

Educators and government officials often lament the fact that industry has not adequately expressed its priorities and clearly articulated the nature and extent of their needs. This situation is due to at least two factors:

1. The tourism industry exists in name only. It is a fragmented collection of businesses that can be grouped into eight subsectors (see Exhibits 1 and 2). The levels of concentration vary between sectors and regions. It has proven very difficult to organize this large number of disparate enterprises and those associations that do exist have not had the resources to retain personnel that could to the leg work in a professional fashion.

2. The overwhelming majority of operators have their hands full coping with the challenges of day to day operations. Such people should not be expected by themselves to produce neat prescriptions and strategies. A better method would be for strategists, planners and educators to learn the operational language of entrepreneurs and translate the operational problems besetting tourism enterprises into priorities, plans and programs at the provincial level.

Despite these obstacles, industry has been fairly consistent in its call for more emphasis on upgrading, more flexible delivery mechanisms that involve on-the-job and co-op programs, the need for standardization and transferability, etc. Few of the recommendations in this report are novel; they represent a synthesis of industry opinion as expressed by a variety of associations and individuals over the past few years.

Multiplicity of Agencies

There is an increasing and confusing number of agencies involved in tourism education and training. The key actors have been described in an earlier chapter. Despite this, no true sense of direction, commitment or leadership has been displayed until recently. Each 'player' covers only a small part of the field and has, therefore, been either unable or unwilling to take the lead. Each has its own priorities, programs and perspectives. This problem was clearly identified in the previous TIDSA needs study where the starting point for an effective strategy was identified as improved coordination.

Inter-institutional Competition

As tourism's profile within the community has risen, several of British Columbia's educational institutions have seized on an opportunity to deliver training. The way educational funding is administered, however, has sometimes fostered a competitive, uncooperative attitude between these institutions. Each institution has had to be 'all things' to as many students as possible and keep innovative ideas to themselves until they have Ministry of Education approval to proceed. Innovations in programming happen almost by chance and have been severely restricted by lack of development resources. The industry has suffered for several reasons:

- Courses have often been developed on an 'ad hoc' basis and are not available throughout B.C.;
- Courses have seldom been transferable;
- Courses have not necessarily been industry-driven;
- There has been little standardization so that employers cannot be guaranteed that all graduating students are trained to the same level;
- There has been undue emphasis on pre-employment training delivered on a full-time basis as opposed to the development of accessible, flexible programs designed to upgrade personnel already working in the industry..

The industry ought to be able to draw on all the educational resources available in the community - schools, colleges, universities - and select those resources which are appropriate for its needs. For example, maybe UBC excels at business management, SFU at resource management, BCIT at an aspect of travel trade marketing. None of these institutions excels at everything. We must develop the means whereby the various pieces of the educational mosaic case be selected and matched to create meaninful wholes.

Lack of Texts

There is a serious lack of Canadian/British Columbia training materials and experienced instructors in all aspects of the tourism industry. Job entry vocational training has been emphasized and supervisory management training needs neglected.

Narrow Focus on Hospitality

The hospitality component of tourism has received most attention - there is a growing need for education/trairing programs relating to attractions, events, the transportation sector and convention management.

The Need to Attract Brightest Students

The best courses and the best instructors in the world will have little impact if the B.C. tourism industry is unable to attract bright, motivated and committed students who have pride in this industry. For that to happen, we need to improve the 'status' of tourism in the minds of students, parents and career counsellors. An important part of the education function therefore involves improving the public's awareness of tourism as a growth industry capable of supporting a variety of careers.

An International Opportunity

In addition to these challenges, there is also an exciting opportunity. In 1986, the tourism industry has demonstrated to itself, the B.C. population and the world at large that it can host and manage a magnificent event of international stature. Earlier in 1986, four chefs from British Columbia formed part of a five-member team that won the Culinary Olympics in Franfurt. We have the talent, we have the educational institutions and we have an excellent location midway between Europe and the emerging nations of the Pacific Rim. The provincial government in its document "The New Economy" recently unveiled a strategy to position Vancouver, British Columbia as a Pacific Rim Centre of Trade, Commerce and Tourism. In this context, it seems highly appropriate to consider positioning Vancouver as a world class centre for tourism training and attract the world's best educators to teach, train and exchange world class ideas in tourism development, marketing and operations. Such an initiative - if made with sufficient commitment and vision - would better enable B.C. to:

a) sustain and enhance British Columbia's stature and credibility in the international community;

b) maintain the momentum created by Expo 86; and

c) serve to attract more investment and expertise from nations with a history in tourism development.

The Leadership Challenge

Ultimately, the question is one of political will and commitment. Does industry value its human resource as an asset worth investing in or a cost to be written off? Does industry recognize that the costs of turnover exceed those of training and motivating existing staff? Is government prepared to allocate the resources necessary to ensure a professional workforce capable of satisfying the increasingly sophisticated demands of an international traveller?

The balance of this document is devoted to addressing the key issues identified above and outlining a strategy designed to transform our manpower into dedicated, motivated professionals capable of satisfying a global market for hospitality services.

CHAPTER THREE: GOALS AND PRINCIPLES

Discussions with industry representatives, educators and government agencies confirmed that for any education strategy to be successful over the long-term, the following principles would need to be adhered to:

1. The strategy should encompass all sectors of the industry and all stages in the educational cycle (i.e. from school to post graduate levels of training);

2. Better use should be made of existing insitutions and the infrastructure outside educational institutions but within the tourism industry (e.g. using restaurants' kitchen facilities in off peak hours for special training or developing more co-op work/education programs);

3. Every attempt should be made to make courses uniformly accessible throughout the Province using more innovative forms of delivery, mobile labs, distance education, etc.

4. Both pre-employment and upgrading students should be able to transfer from one institution to another and 'bank' course credits;

5. Industry should drive the educational system by clearly identifying competency standards so that educators can be responsive to industry needs. If industry wants relevant training it will need to invest time, energy and resources in partnership with educators towards that end.

6. Educators need to be more creative, innovative and flexible in finding ways of delivering programs that are sensitive to industry circumstances. Course programs should be modular so that personnel upgrading their skills can "mix and match" to obtain the teaching they need. Educators will need to invest more time in packaging their programs so that they are attractive and non-threatening.

7. There needs to be a balance between the need for training personnel currently employed within the industry (upgrading) and preparing a labour force to enter (pre-employment).

8. Planning for educational programs should stress the definitiion of output standards or competencies rather than the nature of the programs themselves. In other words, we must constantly answer the question: are we increasing the students' employability and functional effectiveness or is this course configuration designed for convenience?

9. While planning and action is most likely to take place at the provincial level we must stay closely in tune with national initiatives. Furthermore, there is no real need to "reinvent the wheel". There is very little 'unchartered territory' when it comes to determining what needs to be taught. All that is required in most cases is some detective work to pull existing strands together.

10. The need for provincial and even national standards should be balanced by the need to be responsive to local needs and rapid changes in the marketplace.

11. Tourism is a service activity and its development must be based on management principles appropriate to such a segment. Many of the standard product-based management techniques are inappropriate as tourism deals in intangibles.

12. Tourism is an interdisciplinary field and education and training programs should be designed and delivered by educators from more than one discipline.

13. There must be an immediate commitment to the development and testing of teaching materials and instructors for tourism programs. It is not adequate to assume that faculties teaching generic business skills, for example, are competent to deliver tourism programs without taking the time to understand and master the complexities of this industry.

14. Finally, the system must provide more than the transfer of technical skills and knowledge: it must also be a source of intellectual leadership and innovative thought. The essence of tourism is service and international understanding. Any education system that fails to address the need to strengthen and develop character, and to foster the moral integrity of 'the whole man' is in danger of producing service technicians who, all too soon, will be replaced by more efficient, less costly and less temperamental robots.

CHAPTER FOUR: THE DEVELOPMENT OF CAREER PATHS

INTRODUCTION

The complexity of the educational process, the magnitude and diversity of the tourism industry, the number and variety of institutional players, and the lack of significant progress made toward professionalizing the tourism sector are four prime reasons why a coordinating strategy is essential.

The strategy proposed in the following pages has five main elements:

- The **establishment of career paths** within tourism that involves both the development of standards and the means whereby achievements are recognized and rewarded;

- The **introduction of province-wide credentials** such as a Certificate in Tourism and a Diploma in Tourism Management that a) can be acquired through either a pre-employment or upgrading training program and that b) require relevant and successful work experience.

- The **creation of an organization** capable of identifying training needs, stimulating the development of programs to meet those needs, improving the profile and status of tourism within the community at large and, most importantly, granting industry-wide certification;

- The **active partnership** between government, industry and educators at the provincial and local levels;

- The **effective use of existing resources** (dollars, personnel and institutions) combined with significant commitment of additional private and public sector funds to meet the domestic challenge and potentially exploit an international opportunity.

The balance of this report is divided into a discussion of three areas:

1. The development of career paths and the types of learning required at each major stage.

2. Recommendations regarding the types of programming required and the roles of different delivery mechanisms (e.g. schools, colleges, universities, industry associations, etc.).

3. The development of a coordinating mechanism capable of integrating these initiatives into a coherent, wholistic framework for action.

CAREER PATHS INTO AND THROUGH TOURISM

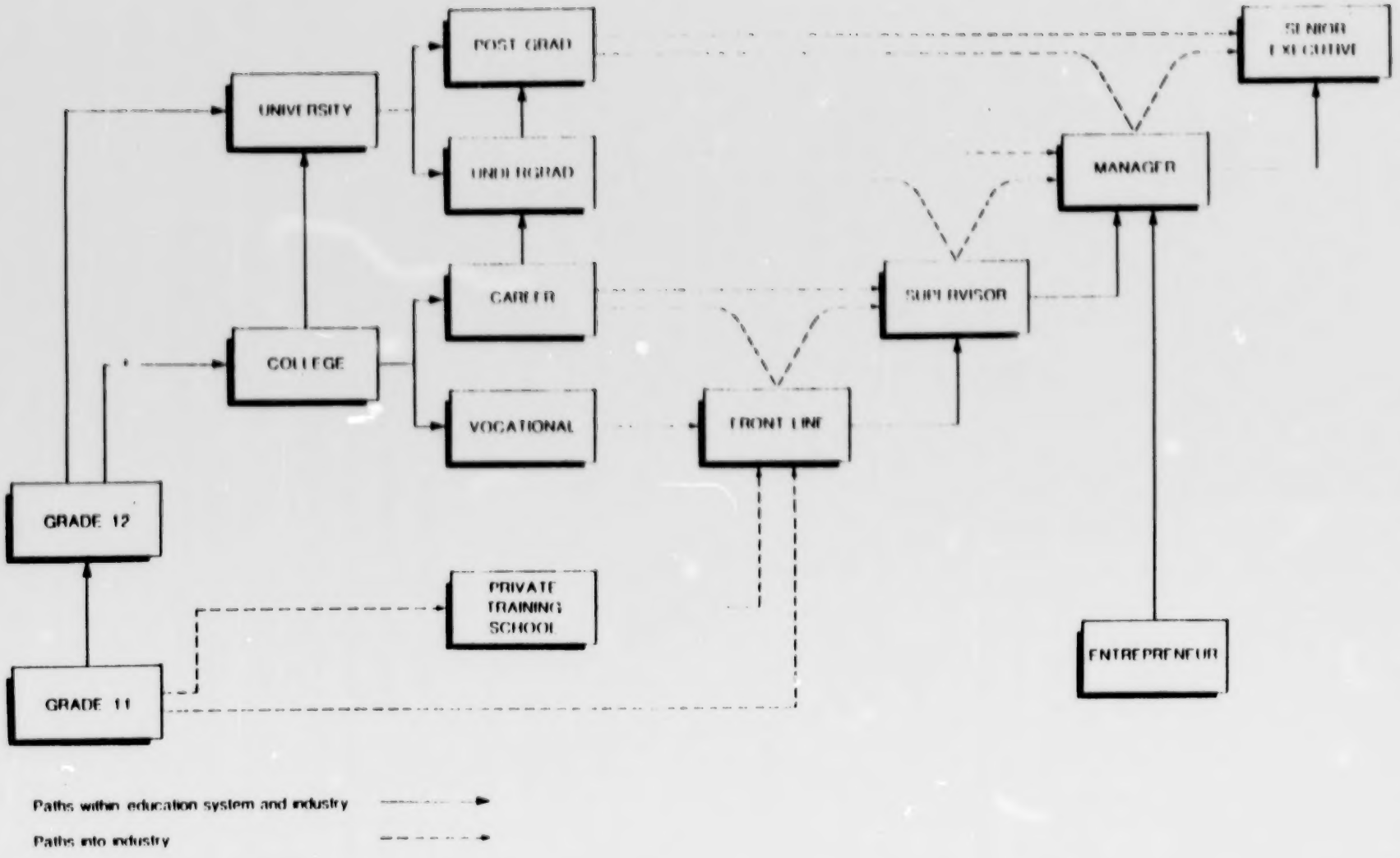
Tourism is essentially a "people business". The success of a destination is determined to a large extent by the calibre of service and hospitality extended by employees, owners and managers in the tourism business. The calibre of these personnel is, in turn, determined by two factors: the quality of people attracted into the industry and the quality of training received while working in this sector.

The strategy proposed in this report is based on an assumption that both factors can be improved if we develop professional standards within the industry, show our personnel how to move from one level of competence up to the next and consistently reward and recognize achievements along the way.

In order to determine what should be taught to personnel in the tourism industry and when, it is important to understand how employees enter and progress through the industry. Exhibit 8 presents a simplified career model for tourism and demonstrates the variety of routes that people take. Potential career routes are discussed by tracing career paths from different points of origin.

At Grade 11 some students choose to enter the industry and commence with a front-line job that requires little or no pre-employment training. Many personnel in the industry have started this way and 'worked to the top' through the 'school of hard knocks' with or without training off-the-job en route.

Some Grade 11 graduates may attend Private Training Schools to equip themselves with more specific vocational skills prior to job entry (e.g. travel agents, hotel cashier, bartending, etc.). A very few may have been exposed to hospitality-related Career Preparation programs in their high school.



Career Paths Within the Tourism Industry

Grade 12 graduates can choose between the following alternatives:

1 enter the workforce with or without pre-employment training provided by private schools (see above);

2 go on to university for further education (academic orientation);

3 enter college and take vocational training such as cooks training, travel agency and ticketing, bartending, etc. Upon completion of this pre-employment training, students still enter the industry at the front-line but their chances of getting promoted to supervisory positions are increased compared to those with no pre-employment training; or

4 enter college and take career training such as a two year course in Hotel and Restaurant Administration. Because such students lack significant work experience they too are placed in front-line positions for short periods of time but are ideally suited for supervisory positions and become management trainees. Those 'mature' students, i.e. those who have had considerable work experience in other industries prior to completing career training, will likely be accepted immediately into supervisory positions.

University graduates - especially those who have acquired B.Com. degrees or have graduated from such specialized schools as the Cornell Hotel School, enter the industry as management trainees. But unless they have had some prior managerial experience they are unlikely to get management positions upon entering the workforce.

The requirement for university educated personnel in British Columbia's tourism industry is limited but expanding. University graduates are potential material for

senior executive positions but the number of openings remains modest. The low level of concentration discussed in Chapter 1 means that B.C. has few firms large enough to be able to support many internal 'trainees'.

Entrepreneurial Route The small business nature of tourism enables many individuals to 'enter' or upgrade their position within the industry by starting a business. The vast majority of managers in British Columbia's tourism and hospitality industry are, in fact, 'owner operators' with varying levels of education, training and experience.

The type of training needed by tourism personnel - employees and employers - is a direct function of the types of skills needed to perform a job. For the purpose of this strategy, four categories of job have been identified: **front-line**, **supervisory**, **management** and **senior executive**. The balance of this chapter is devoted to a discussion of the characteristics of these levels and the implications for training.

FRONT-LINE OCCUPATIONS

Characteristics

Personnel working at this level have specific, focused tasks to perform that require varying levels of technical proficiency. By definition, these employees are usually in direct contact with the travelling consumer, are usually new entrants into the work force, and require relatively little skill training to start work. This level of activity is most affected by seasonality, high levels of turnover, low wage rates and a poor image. Many employees have little or no intention of remaining within the industry and, as a consequence, employers are reluctant to invest in training programs if the recipients of the training are unlikely to stay with the company.

Types of Learning

Since the tourist is in daily contact with front-line employees and forms impressions of the total product based on their performance, ensuring adequate training at this level is vitally important not only to the individual business but to the destination in which front-line employees work.

Front-line employees ideally need to acquire the following types of learning:

- **technical/proficiency skills** - i.e. how to perform the specific function (clean a room, reserve a room, make up a ticket, drive a tour bus, etc.);

- **attitude and awareness** - i.e. how to spot and cater to the needs of tourists, be helpful, extend welcome (e.g. Super Host);

- **product knowledge** - i.e. become knowledgeable about the community, local tourist attractions and services together with some history, geography and understanding of the tourist system; and

- **corporate policies and procedures** - i.e. know what the company expects of employees, their corporate goals and objectives, etc.;

- **career paths** - i.e. have a sense for future career potential, be assured that quality performance will lead to advancement and progression.

Stage of Training

At the present time front-line employees generally enter the workforce with little or no pre-employment training. Only the following front-line jobs, which require a more complex set of skills/knowledge, have pre-employment courses available and, furthermore, they are insufficient in number to have any major impact on the labour force.

Travel agency - general counselling
Bartending
Waiter/waitress
Cook
Baking

Most of these courses are delivered either by private training schools and community colleges/vocational institutes. Appendix A contains a summary of programs offered in British Columbia.

An Assessment of Need

As stated earlier in this report, there is no mechanism in place for the on-going tracking of employment trends particularly for different occupational levels within each sub-sector of tourism. A quantifiable assessment of need should include upgrading and pre-employment training requirements. Exhibit 9 presents data prepared by the B.C./Yukon branch of the CEIC for the B.C. Food and Accommodation sector only. While this data is obviously better than no data, there are several shortcomings. The number of bookkeepers, for example, is probably overstated because it includes bookkeepers working in businesses classified under Personal Services (SIC codes 871-879). Conversely, the number of waiters, bartenders and chefs, etc. is understated because the data in this table excludes people performing these functions in other industrial categories such as transportation, amusement and recreation services.

If we assume that the occupations marked with an asterisk are front-line, this data suggests a need for 21,980 new employees between 1985 to 1992 - an average of 3,140 entrants per year. Since the maximum graduation from relevant pre-employment programs around the province is currently less than 500 we clearly have a basic need that is not being met.

Readers should note that this data source does not cover any of the front-line occupations listed under other tourism sectors such as transportation, attractions and events, outdoor recreation, travel trade and tour development, etc.

EXHIBIT 9:

PROJECTED EMPLOYMENT NEEDS FOR 12 KEY OCCUPATIONS IN THE B.C. FOOD AND ACCOMMODATION SECTOR

Tourism Occupations	1985	1992	Change 1985-1992 Net	Attrition	Gross
Bookkeepers	1,809	2,248	439	513	952
Cashiers & Tellers*	2,376	2,953	577	589	1,166
Hotel Clerks*	2,150	2,672	522	668	1,190
Salesmen-Com-Nec	678	843	165	114	279
Superv-Food & Bev Prep	6,064	7,536	1,472	1,485	2,957
Chefs & Cooks	15,313	19,030	3,717	3,755	7,472
Bartenders*	3,848	4,782	934	917	1,851
Waiters & Food & Bev	29,449	36,598	7,149	6,383	13,532
Food & Bev* Prep-Nec	1,618	2,010	393	471	864
Superv-Accommodation	2,828	3,515	687	1,320	2,007
Chambermaids*	3,919	4,870	951	1,140	2,091
Janitors*	2,266	2,816	550	736	1,286
Sub-Total: 12 Occupations	72,317	89,872	17,555	18,091	35,646
Total in industry	105,771	131,447	25,676	27,330	53,006

1 SOURCE: THE CANADIAN OCCUPATIONAL PROJECTION SYSTEM' COPS REFERENCE SCENARIO. Ali data refers to the B.C. Food and Accommodation Industry (SIC 881-886) plus other Personal Services (SIC 871-879), except UI claimants which refer to All Industries not just Tourism. UI claimants are coded only by occupation and are not coded to individual industry sectors.

SUPERVISORY POSITIONS

Characteristics

The step from a front-line to a supervisory/junior management position is a major one and is often fraught with difficulty. Personnel who are used to being told what to do find themselves having to set directions, guidelines and objectives for others, monitor performance, motivate and discipline. In addition to the semi-technical skills and experience acquired on the front-line, the supervisor has to acquire a completely new set of generic management/supervisory skills that rarely come naturally.

Those front-line employees who are either promoted or have chosen to advance into supervisory positions within the industry are least likely to leave the sector for opportunities elsewhere. This level of job activity is, therefore, less affected by seasonality and high levels of turnover. Employees at this level constitute a pool of experience and talent from which future owners and managers may be recruited. This level acts as a bridge between front-line staff and senior management. As a consequence, training at this level is likely to have the greatest long-term impact on levels of professionalism and competency in the tourism industry.

Types of Learning

Assuming that the supervisors have obtained front-line training as a prerequisite for advancement into this level they will, regardless of sector, need to acquire the following:

- **Supervisory, people management skills**

  "Train the Trainers"

  Teaching techniques, training by example, organizing a lesson plan

Communications Skills

Effective presentations, audio-visual techniques, public speaking skills, interpersonal skills, conflict resolution, negotiating agreements

Hiring Skills

Designing and advertising positions, interviewing, assessment techniques

Employee Evaluation

Feedback techniques, incentives and recognition, self-evaluation and assessment, quality circles

- **Specialty/functional skills**

In order to undertake the sector specific functions, personnel at this level will need to upgrade their skills and knowledge within their areas of specialty. For example, front office procedures, hostessing, purchasing, tour planning and administration, etc.

- **Generic Business Skills**

Sales and Marketing
Hotel Accounting
Hospitality Law

- **General Knowledge**

Overview of Tourism
Computer Literacy
Oral competence in one foreign language

Stage of Training

Depending upon the circumstances of the employee, training will take place prior to employment, on-the-job or as a combination. As an hypothetical example, a front desk clerk (front-line) may take night school classes in supervisory skills and front office management prior to competing for a job as a front desk manager. Or a front desk manager at another hotel might take a hotel sales and marketing course in order to

compete for a sales position. Alternatively, a grade 12 student may take a package of full-time courses in Hotel Administration that involves the skills listed above and then start work as a front desk clerk with the expectation of quickly being able to rise to a supervisory position.

An Assessment of Need

We simply do not know how many people hold supervisory positions with the B.C. tourism industry nor what rates of growth and attrition apply. In 1983, authors of the B.C. Hospitality/Tourism Industry Manpower and Training Assessment Study estimated that owners, operators, managers and supervisors accounted for 17,200 jobs, equivalent to over 13% of the total workforce. The Ministry of Tourism estimates that the number of tourism businesses exceeds 10,000. If this is the case, then the 17,200 figure is likely on the low side. Since less than half of these people have experienced only on-the-job training, the latent market for upgrading is substantial. The tourism industry is also subject to high rates of turnover between owners. New entrepreneurial investors often lack both the supervisory and managerial skills necessary to sustain successful enterprises.

MANAGEMENT

Characteristics

The further up the career ladder employees move the more generic, complex and diverse are the set of skills required to function effectively. A glance at the job titles for this group in Exhibit 2 demonstrates considerable similarity between sectors and suggests that personnel at this level are essentially managers first and sector specialists second. This does not imply that a high degree of mobility between sectors is either possible or desirable. Effective managers in tourism industries draw upon many years of "hands on" practical experience in their sectors of specialty. It is rare, for example, for hotel general managers to switch into the retail travel trade or the attractions sector. The most mobile group are those personnel who have concentrated on sales and marketing.

The educational task at this stage in the tourism industry is to equip managers with the skills, expertise and understanding to run their businesses effectively, to plan, adapt to change, create opportunities for personal and corporate growth, perceive and act on interrelationships between sectors, and contribute to the economic vitality and well-being of the community and sector in which they work. Employees at this level constitute a pool of experience and talent from which future industry leaders and senior executives may be recruited.

Types of Learning

In most cases managers will acquire most of the technical, functional skills required to handle specific tasks through experience and/or learning at the supervisory stage. The training or educational focus at this stage, therefore, is on management skills geared or slanted toward operations within the tourism industry and should cover such topics as financial management, marketing, human resource management, communications, etc.

An Assessment of Need

In British Columbia there are probably over 12,000 managers engaged in tourism-related enterprises either as owners or employees. Because the majority of enterprises are small (employing less than 25 staff), these managers cannot afford the luxury of specialization. They have to be "all-rounders" wearing several managerial hats simultaneously. This situation renders the need for appropriate training even more acute.

SENIOR EXECUTIVES

Characteristics

Senior Executives are responsible for the operations of more than one unit and therefore are often found in the head offices of national or provincial chains. As the tourism/hospitality industry becomes more industrialized, i.e. an increasing share of the business is concentrated in a smaller number of companies, the absolute number of senior executives will actually increase. In 1960, for example, the restaurant industry was dominated by independents. By 1986, the 100 largest food service chains in the United States operate 29 percent of all U.S. food service units and account for 46 percent of the total commercial food-service volume.

> "From an industry once dominated by face-to-face personal relationships, we have seen an evolution toward complex operating systems that compete in a national rather than a local marketplace and that are managed by large, complex organizations"[1]

In addition to the need for senior executive talent within the private sector, there is a growing need for strategists, planners and analysts within the supporting services sector of tourism, i.e. the government, consultants and associations. It is vital that they be trained to think conceptually, analyse complex issues and be capable of charting the future course of tourism in this province.

[1]Training at the Top: Developing Senior Managers For The Hospitality Industry. The Cornell Hotel and Restaurant Administration Quarterly, February 1983.

Types of Learning

At the senior executive level, senior managers need to develop a different, albeit complementary, set of skills. The type of learning required at this level has been cogently summarized by one of the founders of the Advanced Management Program for the Hospitality Industry (AMPHI) at the University of Guelph in Ontario.

> "The manager who moves out of unit management to assume multi-unit responsibility has moved from an environment entailing routine operating problems requiring experience to one that entails complex problems requiring analytical and conceptual skills. The manager who is responsible for results in several units cannot rely on personal contact with workers to inspire results, instead, he or she must emphasize entirely different kinds of skills - those associated with organization building. Similarly, the multi-unit manager can no longer rely on visual inspection or simply physical presence for cost control, but must instead interpret numerous interrelated reports in a computer-assisted, information rich environment... A different training strategy is required for senior managers - one that emphasises complex problem solving, conceptual and organization-building skills that leads to a strategic perspective."[1]

Assessment of Need

Since most head offices of national chains are located in Eastern Canada, British Columbia has few senior executives in tourism at the present time. But with the growth of such organizations as Canadian Pacific, White Spot, Keg and Cleaver, Coast Hotels, etc. the demand for senior executive education will increase. The potential for catering to a demand for senior executive training from the rapidly maturing destinations around the Pacific Rim should not be overlooked.

[1]Training at the Top: Developing Senior Managers For The Hospitality Industry. The Cornell Hotel and Restaurant Administration Quarterly, February 1983.

CHAPTER 5: PROGRAMMING RECOMMENDATIONS

If the tourism industry is serious about developing career paths in tourism and demonstrating to potential employees that there is opportunity for growth, advancement and challenge, then industry, government and educators will have to:

1. provide employees with various road maps to navigate along the career path;

2. provide the means whereby employees can combine work experiences with appropriate classroom-based or correspondence-based instruction to move from one stage to another;

3. recognize and reward achievement as certain milestones are crossed; and

4. integrate pre-employment and upgrading training.

The recommendations presented in the balance of this report represent a synthesis of the views and opinions expressed by a number of industry associations and individuals over the past several years. Because of the need for futher refinement, the following programming recommendations merely constitute a framework or model designed to stimulate further discussion. An attempt has been made to balance the need for specifics with the need to leave room for manouvre by all the parties concerned. There is sufficient substance to lead to action but also sufficient 'leeway' to allow and encourage alternative approaches and further refinement.

Exhibit 8 illustrated how employees entered the tourism industry and the different job levels within it. Exhibit 10 presents a modified version of that career ladder with four key achievement milestones en route:

a) **Superhost**: an expanded version of the existing program that encompasses specific job-related, technical and proficiency skills as well as motivational, inter-personal skills and product knowledge.

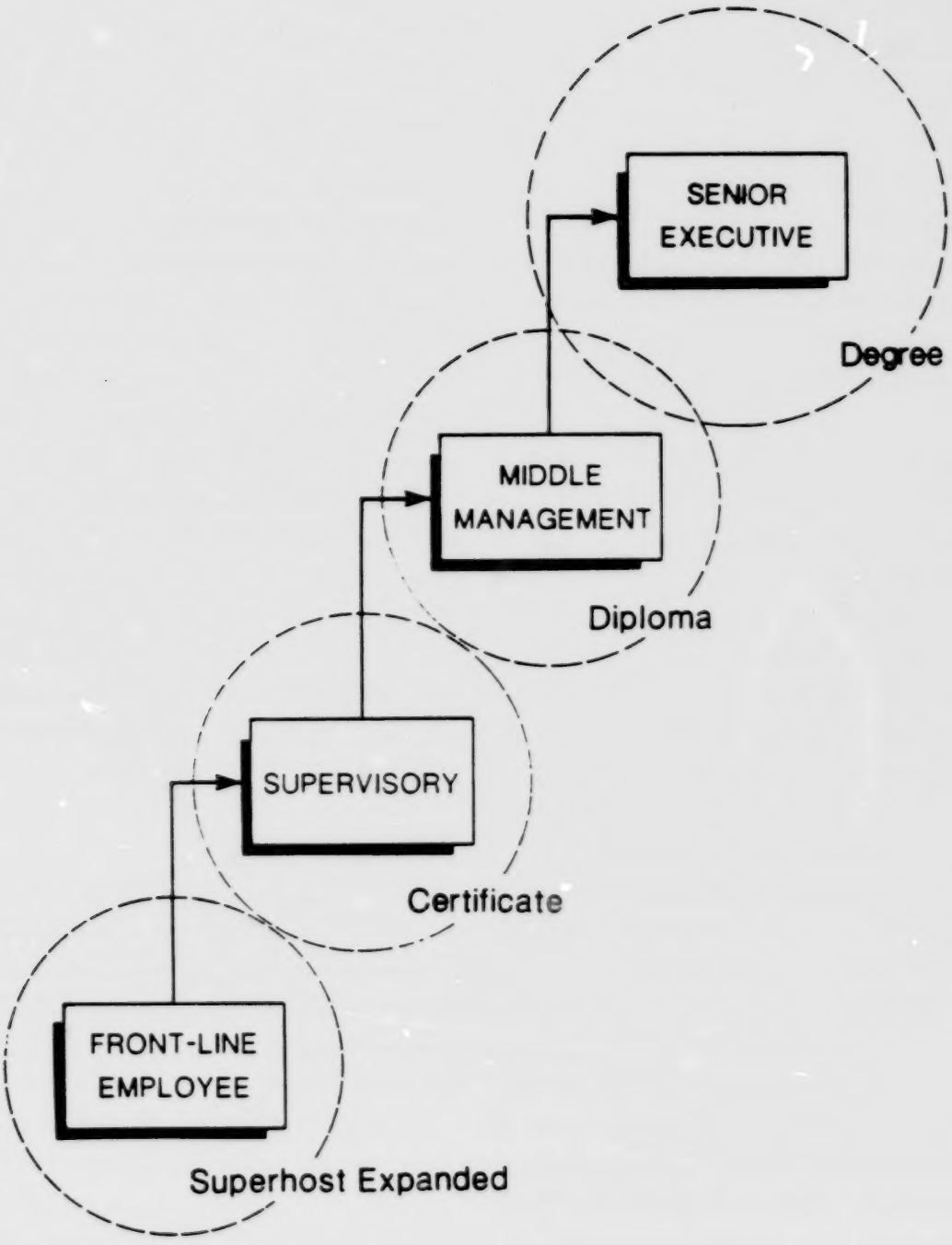
b) A **Certificate in Tourism** designed to provide supervisory personnel with functional skills in their chosen sector (i.e. lodging, food and beverage, travel trade, etc.), plus appropriate supervisory and introductory generic business skills.

c) A **Diploma in Tourism Management** designed to equip owners and managers with the managerial skills and expertise necessary to run their businesses profitably.

d) **Undergraduate Degrees** in Commerce or Resource Management with tourism options designed as pre-employment courses to produce future managers within tourism or as further education for senior executives.

e) **Postgraduate Degrees** in Tourism Management that are designed to educate future educators, planners and consultants.

The balance of this chapter will comprise a discussion and recommendations regarding the type of training that should ideally take place at each of the four levels identified above.



Tourism Training and Tourism Career Paths

FRONT-LINE TRAINING

There is a serious need for more on-the-job and pre-employment training aimed at front-line employees. At the present time the need is served by schools, colleges, private training schools and industry itself.

High School Career Prep Courses

The Career Preparation Program in the Hospitality/Tourism Industry, as prepared by the Ministry of Education, represents an excellent first step in meeting the need for pre-employment training at the high school level. Considerable work has been undertaken on curriculum development as can be seen by studying the topics covered in Grades 11 and 12. At the present time 22 school districts are offering Grade 11 and Grade 12 food preparation option, but only four secondary schools in B.C. are currently offering the Grade 12 tourism program to students in British Columbia. Unfortunately those brighter academically inclined students wishing to go on to college or university are offered little on tourism at the school level to cause them to give serious consideration to tourism as a career option.

Private Training Schools

The Private Training Schools which currently offer pre-employment training to front-line employees are listed in Appendix A. While the Ministry of Labour regulates their operations, there is no quality control with respect to what is taught and course content and quality varies from one school to another. Another shortcoming is that most graduates receive no qualifications that are formally recognized by industry. The role played by Private Training Schools should be encouraged. Since they exist to make a profit they are clearly responding to a demand in the marketplace. Better coordination with industry and other publicly funding institutions is necessary to ensure greater continuity and improved quality.

Colleges

Those regional colleges that offer training targeted at front-line employees are listed in Appendix A. The overwhelming majority of courses pertain either to the development of basic culinary skills such as baking and cook training to the needs of the travel agencies for suitably trained job entrants. While it is not recommended that colleges discontinue these courses - the shortfall between demand and supply is already too great - the colleges should be encouraged to focus their attention more on equipping supervisors with the skills and knowledge necessary to train employees on-the-job (see below under 'Industry').

Industry

Most training of front-line employees will take place on-the-job and it is recommended that industry (i.e. employers) assume greater responsibility for this task. Many of the larger hotels have recently introduced useful training programs. The Commonwealth Holiday Inns and Four Seasons corporations are both national leaders in this regard. Several of the larger lodging companies in British Columbia have accessed Industry Adjustment Services Funding from CEIC to develop in-house training programs. The problem at present for the majority of small to medium sized companies stems from the fact that few supervisors know how or what to train their employees. Hence, the importance of "training the trainers". Supervisors/managers need relevant, practical, focused and inexpensive tools to be used on the job.

Ideally, a package of courses or training tools for supervisors to train front-line employees could comprise the following components:

1. **Personnel Management**

A brochure/booklet supplemented, if appropriate, by a video covering such topics as:

- o recruitment; how to establish hiring criteria
- o finding and interviewing staff
- o preparing job descriptions
- o performance evaluation
- o labour laws

2. **Skills Training Modules**

A series of brief training packages on the "how to" of each job that also covers performance norms, tips on liability and consumer law, etc. In some cases, the written word may prove to be an inefficient medium for use by supervisors to train their staff. The use of brief video cassettes is becoming more widespread. The categories that could be covered by such training packages include:

- o Housekeeping
- o Maintenance in the lodging industry
- o Car rental
- o Tour guiding/courier
- o Bartending
- o Waiter/waitressing
- o Kitchen help/bus boy
- o Guest Services (bellhop, valet, doorman)
- o Front desk
- o Travel Counselling

3. **Super Host**

This program is designed to teach appropriate interpersonal skills to ensure high levels of service extended by front-line employees to the customers they serve.

4. **Product Awareness**

Included in the Super Host package is instruction on the attractions and services that might interest a tourist to a community. Efforts should be made to integrate materials prepared by local chambers for their Travel Info Centres into the locally delivered Super Host Program.

5. **Career Awareness**

In order to motivate employees to perform well on the job, employees need to be given a sense of the future, a sense of purpose and possibility. Part of the front-line training package should be a booklet and/or video outlining career paths within the tourism and hospitality sector. Such tools should be funded under the ERDA agreement and undertaken by the coordinating mechanism proposed in Chapter 6 in partnership with industry associations.

Funding Implications

- Corporations should bear cost of on-the-job training by covering:
  - staff time to deliver and take instruction
  - participation in Super Host
  - purchase on a cost recovery basis of the training tools available

- Employees should bear cost of pre-employment/classroom training provided by private trade schools and colleges but should be eligible for assistance under CEIC. For employees to justify this investment in training there should be a pay-off. Industry should be encouraged to pay higher wage scales for front-line employees who have paid for their own pre-employment training.

- Provincial Government (ERDA) to fund on a matching basis with industry associations the development of skills training modules (booklets or videos) that can be purchased by tourism businesses.

- Federal Government (CEIC) and the Provincial Ministry of Labour should continue to subsidize wages of front-line employees during the training period and their programs should be better marketed. This will act as an incentive for employers to introduce training programs.

Recognition of Training

Employees will take training for three reasons:

- to 'get ahead', move up the career ladder to obtain a more responsible job with higher levels of remuneration;

- to get more pay; and

- to obtain the job satisfaction that derives from feeling confident about a job well done.

Employers will invest in training provided that:

- the benefits of increased productivity exceed the costs of the training,

and in order to:

- o ensure that the level of service and skills offered by their staff are compatible with the objectives and style of their organization.

If training is to take place at the front-line level in a systematic and on-going way throughout the tourism and hospitality industry, the following steps will need to be taken by all players:

1. Supervisors, owners and managers need to be convinced of the value of training and perceive tangible benefits from encouraging it within their organizations. This will occur over a period of time as supervisors and managers receive education and training themselves. For this reason, efforts to market the benefits of training should be aimed at the owners, managers and supervisors.

2. Supervisors, owners and managers will need to receive better training regarding how to supervise and will need to be equipped with the resources necessary to train their employees.

3. Front-line employees who receive <u>all</u> components of the training package outlined above should be rewarded by:

   a) receiving higher wages than those who have had no training, and

   b) recognition as Super Hosts.

In addition, a program of regional and provincial employee and employer awards should be introduced for each sector. Pre-requisite is participation in an on-the-job skills training program.

SUPERVISORY TRAINING

The key to improving levels of professionalism within the tourism/hospitality industry rests with the supervisors for two reasons. First, the quality of supervision will determine the motivation of front-line staff and calibre of service they deliver. Secondly, personnel in supervisory positions constitute a talent pool from which future managers are drawn.

Despite the importance of supervisors within the tourism system, very little training is currently available for this group. The only pre-employment courses aimed at producing supervisors are the two year diploma programs in Hotel and Restaurant Administration delivered by BCIT, Camosun and at Malaspina. The number of graduates from these programs rarely exceeds 250 annually.

The most urgent need, however, is for training those people who are currently employed within the industry. Currently there are very few on-going courses and/or programs designed for upgrading these supervisory personnel. In 1984, the Hospitality Training Needs study estimated that there are over 17,000 supervisors/managers involved in tourism and yet less than 50% had any appropriate training.

The Certificate in Tourism

In order to meet the training needs of 1) students seeking employment within tourism beyond front-line, 2) front-line employees wishing to secure promotion into supervisory positions and 3) supervisory personnel wishing to upgrade their skills while continuing to work, a province-wide certificate program is proposed.

Objectives

To equip supervisors within the tourism industry with the knowledge and skills necessary to enable them to supervise and motivate front-line staff; to perform their

tasks with professionalism and competence; and to progress toward middle and senior management jobs within the industry.

Course Content

The Certificate program should be divided into CORE and SPECIALTY components. Six specialty "streams" are available: Lodging, Food and Beverage, Culinary, Travel Trade, Recreation Resort Management, Events and Attractions. If demand justifies it, a seventh stream on Convention Management could be added. The proposed content is outlined in Exhibit 11.

Delivery

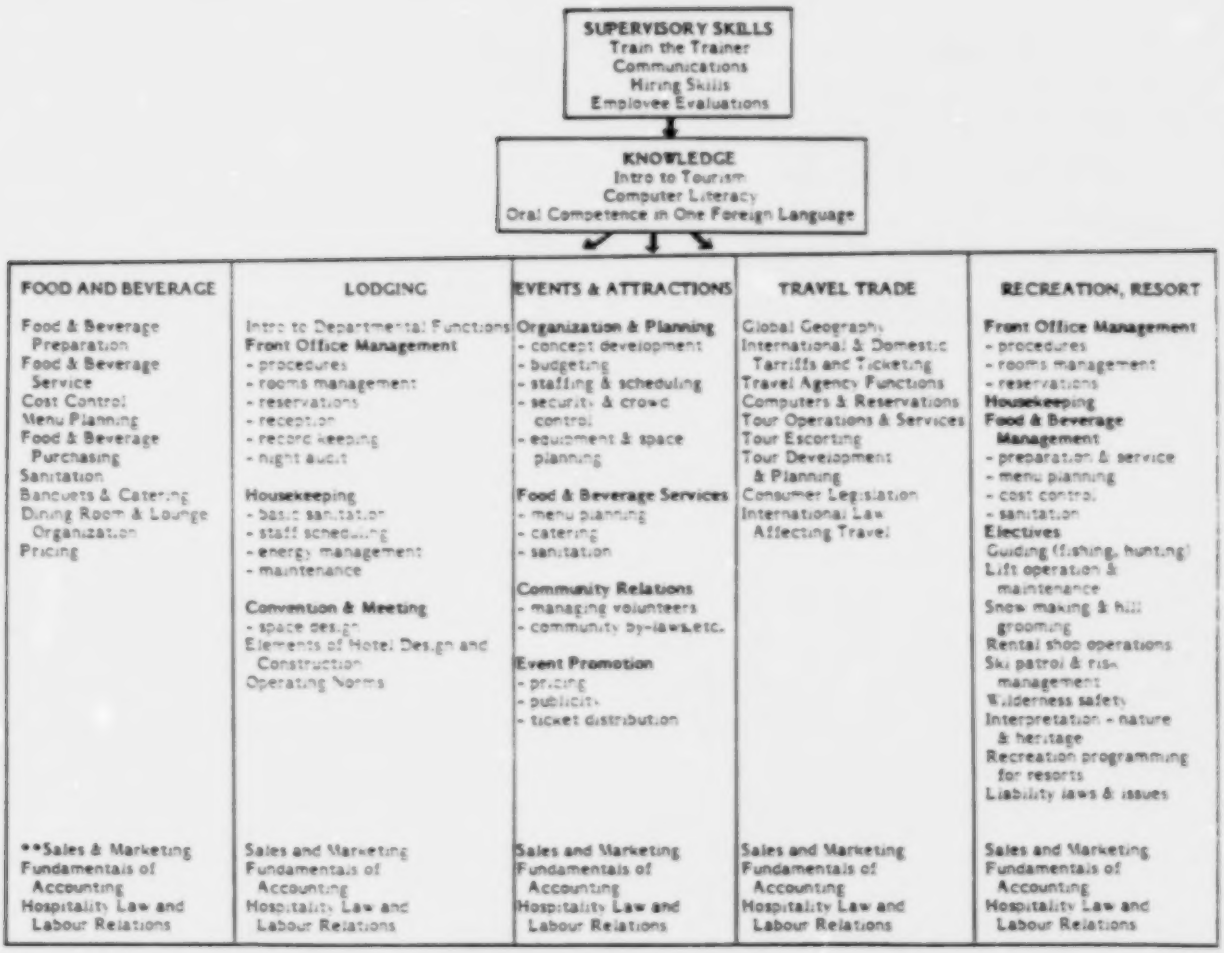
Flexibility of delivery is vitally important. The programs identified above should be available in modular form so that employees can package them to meet their training needs and long-term aspirations. Some "students" may wish to compress their training into an intense full-time course - probably approximately four semesters in duration. Others may prefer to take one or two courses part-time interspersed with working experience on-the-job. For others, correspondence courses combining written texts, videos, television courses, etc. may be the only feasible method. **Consequently, the critical factor will be standardized course content and the ability to articulate from one institution delivering all or part of the certificate program to another.** Upon satisfactory completion of any one of the 'modules' a student would receive a certificate of merit. While the student going the part-time route could take the courses in any sequence, full-time students will be required to take courses in the sequence prescribed by the delivery institution.

Accreditation

To qualify for a Certificate in Tourism, employees will be required to take a specified number of courses combined with a specified number of years practical working

experience in the tourism/hospitality industry. While colleges will be able to grant certificates of merit based on course performance, an industry-driven, external body is viewed as necessary for the granting of full certificates if practical working experience is to be included as a necessary component of the credential (see Chapter 7).

EXHIBIT 11
CERTIFICATE IN TOURISM: PROPOSED CONTENT



Organization and Funding Implications

- o While delivery of the "modules" that comprise the Certificate should remain the responsibility of the colleges throughout B.C. some mechanism for ensuring acceptable levels of standardization and articulation between colleges will be required.

- o A forum representing industry, education and appropriate government agencies will be needed to generate competency standards and curricula guidelines, to stimulate the production of appropriate teaching texts and aids, to coordinate delivery and to administer the Certificate, etc.

- o Such a forum would be similar in function to the Insitute of Chartered Accountants, the Architectural Institute of B.C., the Institute of Canadian Bankers, the Asia Pacific Business Foundation, etc.

- o Such a forum or institute should not be tied to any one existing college or educational institution and should have considerable profile and "clout" within the tourism industry.

- o Wherever possible the program "modules" should be delivered on a cost recoverable basis.

- o Government funding should be allocated to:

    - development of program content and instructional tools;
    - ensuring that the majority of course modules are available throughout the Province either in the classroom, through innovative distance education techniques, or both;
    - incentives to employers to finance or subsidize the training costs incurred by their employees;

- marketing the benefits of training to the tourism industry;
- creating recognition for employees and employers investing in training and upgrading.

o Private sector funding should be raised from associations and corporations towards scholarships or bursaries for students financing their own education/training.

MANAGEMENT TRAINING

Exhibit 8 demonstrated that tourism managers and owners enter these positions through one of three routes:

1. By working their way from front-line positions, through supervisory jobs into middle management;

2. After having acquired work experience and/or appropriate education outside the tourism industry; or

3. By investing in a tourism-related business and becoming an entrepreneur.

To conduct their management functions within their sector of tourism industry, managers ideally need two sets of skills: functional, sector specific skills related to their sector of operation and generic managerial skills assocated with running businesses. Personnel entering via Route #1 above are often strong in areas of functional proficiency but, without training, lack management skills. Personnel entering via Route #2 may or may not have acquired good managerial skills but lack thorough functional knowledge or experience. Personnel entering tourism management via Route #3 are likely to have neither kinds of training. Tourism has been traditionally characterized by small businesses dominated by 'lifestyle operations' subject to high rates of turnover.

The acute need to persuade owner managers to upgrade their business management skills has prompted two sets of recommendations - the first designed as a 'quick fix' over the short term; the second designed to address the problem over the longer term.

Short Term Solution

The most immediate task is to encourage those managers in greatest need of training to start upgrading their skills and introduce training programs for their staff. It is therefore recommended that:

1. Extension faculties of both colleges and universities be encouraged to present and market seminars to owner managers in the tourism sector. Educators should form closer working relationships with industry associations to ensure their programs are pitched at a level appropriate for their target market.

2. Every effort should be made to integrate and co-ordinate the various courses put on by FBDB and the Small Business Develoment Branch of the Ministry of Economic Development with the self help materials published by Tourism Canada. There is no shortage of resource materials available. Often all that is needed is to repackage and market such tools more aggressively.

3. The benefits of training need to be determined and presented in terms that make sense to tourism operators. Training is a service product like the travel experience. If we wish to increase consumption of this product we need to convince the consumer of the benefits to be realized. There are a considerable number of support services provided by both CEIC and the Ministry of Labour to assist employers with training. Since many industry people are unaware of the assistance available, these services should be promoted more aggressively also.

A Long Term Solution: The Diploma in Tourism Management

The long term educational challenge for this component of the tourism industry is to equip managers with the skills, expertise and understanding necessary to run their businesses effectively, to plan, to adapt to change, to motivate others and to contribute to the economic vitality and well-being of the community and sector in which they work. Employees at this level constitute a pool of experience and talent from which future industry leaders may be recruited. It is vital that they be trained to think strategically and be capable of charting the future course of tourism in this province.

It is assumed that managers will, through experience and/or learning at the supervisory level, have acquired most of the technical, functional skills necessary to handle specific tasks. Every attempt should be made over time to encourage existing owners and/or managers to take the Certificate program outlined in the previous section if they lack formal training from other sources. Perhaps financial institutions could be encouraged to request their 'clients' undertake such training.

The training/educational focus at this stage, therefore, is on management skills slanted towards the operations of the tourism industry. **A Diploma in Tourism Management** is the recommended end result. Like the Certificate, it too should be delivered in modular form so that students can combine full or part-time training at institutions with correspondence courses taken while working. The objectives, pre-requisites, content and delivery mechanisms proposed for such a diploma are presented below:

Objectives

To equip owners and managers within the tourism industry with the managerial skills and expertise necessary to run their businesses profitably, adapt to change and to manage and motivate their supervisory and front-line staff.

Pre-Requisites

The Certificate in Tourism or recognized qualifications obtained from other educational institutions and/or a minimum of two years working experience at the supervisory level or above.

Course Content

The Tourism System: Issues and Futures

- o international, national and provincial focus and trends
- o impact and issues
- o interrelationships between sectors

Business Management

- o budgeting and objective setting
- o cash flow analysis, projection and control
- o monitoring performance, financial ratios
- o taxation - laws and audits
- o sources of capital; raising loans
- o preparing business plans
- o risk analysis
- o entrepreneurship

Marketing Tourism Products

- o marketing analysis and research
- o target marketing and the product mix
- o positioning and packaging
- o pricing strategies
- o advertising and promotion
- o preparing marketing plans

Tourism Development in a Competitive Environment

- o concept development and the market
- o determining project feasibility and profitability
- o tourism and real estate
- o the regulatory and administrative environment (incentives, zoning)
- o tourism policy and planning

Organization and Behavior

- o organizational structures
- o diagnosing organizational difficulties
- o effective communications
- o leadership and entrepreneurship
- o effective delegation

Delivery

Eventually the Diploma program should be delivered by regional colleges in a similar fashion to the Diploma. Students will be able to compress their learning by taking the Diploma full-time or by taking program modules on a part-time basis. Materials developed for use in the classroom must be modified to suit distance delivery methods such as teleconferencing, self-study reading guides, and video-taped sessions.

SENIOR MANAGEMENT

The Role of Universities

As tourism increases in size, complexity and maturity, there will be a greater need for personnel with university education. It is not an overstatement to say that the long-term vitality of the B.C. tourism industry is dependent upon its ability to produce strategists capable of generating a balanced portfolio of facilities, events, attractions, finances and personnel. Tourism is by its very nature an interdisciplinary phenomenon and education programs should recognize this. For example, the education of tourism managers and planners must include knowledge from the field of economics, environmental science, law, political science, architecture and urban planning.

In British Columbia, the tourism industry has not traditionally attracted many graduates of degree programs into its work force. There are several practical reasons for this:

1. Most jobs at the management level have required varying degrees of practical, operational skills that are sector specific. Unless students graduate from such specialized schools as the Cornell School for Hotel and Restaurant Management, they are not perceived as having the necessary skills to fit in to a medium-sized enterprise.

2. There have been relatively few jobs available that required a generalist or wholistic approach to tourism, e.g. jobs within tourism ministries, industry association executives, regional and community planners.

The following comments regarding the role of universities and colleges are based on the recommendation that, **as far as tourism is concerned,** universities should focus primarily on the task of educating personnel to ultimately become senior executives, planners and strategists whereas the colleges' primary focus should be to equip

supervisors and managers with the operational skills they need to be effective. In the **short-term** in B.C. we have a need to upgrade the operational and managerial skills of those employers and employees already engaged in the industry. We simply cannot affort the luxury of giving these personnel a comprehensive understanding of the tourism phenomena at the expense of business skills. Furthermore, there is virtually no demand from industry right now for any programs that are not perceived as pragmatic, relevant, operational, or problem solving, etc. The challenge over the **long-term**, however, is to improve the calibre of personnel entering the industry. In other words, bright Grade 12 graduates heading to university should not be lost to the industry simply because there were no programs at the undergraduate level to attract their attention and maintain their interest. These students could become the managers and strategists of tomorrow. The important role of the universities in addressing the long-term education needs of tourism is best summarized in the following quotation:

> "While one cannot ignore the urgency which must be attached to the upgrading of the skills of existing personnel within the tourism/hospitality industry, we must at the same time take a long-term view so as to ensure that a generation from now we will have put in place an educational system which will provide both leaders and staff for this rapidly growing industry. This will necessitate not only the education of managers for the tourism/hospitality field, but also the educating of educators and the training of researchers to ensure that the field is able to evolve and improve in a systematic manner."[1]

In order to prepare for the future we must take action now. The universities of British Columbia should be working towards an integrated education and training system at the university level that includes the following components:

1 Towards The Integration of Tourism Education and Training in Alberta - A Framework for Achievement. Submission to Alberta Task Force on Hospitality Education, University of Calgary, October 1986

- **undergraduate management education** to develop entry level skills for those seeking to pursue management careers in tourism;

- **undergraduate general education** to enhance the understanding of this economic sector among those students who envisage careers in areas related to or dependent upon tourism;

- **graduate management education** to permit mid-career changes for experienced individuals from other fields who wish to pursue opportunities in the expanding field of tourism;

- **advanced graduate education** designed to educate the educators that will be required to staff the expanding teaching programs in tourism across the country;

- **continuing education programs** to upgrade the management skills of those presently in the industry;

- a meaningful and active **program of research and publication** that balances both theoretical and applied research. It should be remembered that good instruction cannot take place without the research necessary to keep course content up-to-date and relevant;

- **maintaining a close working liaison between faculty staff and the industry.** This ensures that faculty keep up-to-date, informed and able to draw on 'real world experience'. It also ensures that industry is exposed to the expertise and resources within the university system.

1 Towards The Integration of Tourism Education and Training in Alberta - A Framework for Achievement. Submission to Alberta Task Force on Hospitality Education, University of Calgary, October 1986

Undergraduate Education

There is currently no undergraduate program in Tourism, Hospitality or Transportation in Western Canada apart from the Leisure, Recreation and Tourism Studies program at the University of Calgary. Recently upgraded to a major, and offered within the Faculty of General Studies, this interdisciplinary program involves courses and faculty members from several faculties including Social Sciences, Management and the Faculty of Physical Education. While this general education course is of value, it does not address the need to develop management skills. In British Columbia, the potential for a four year university program exists provided that it is tied either to a business administration program or a resource management program.

Students taking Resource Management with a Tourism specialty would be oriented more towards the services that support tourism rather than an operational function within the industry itself, e.g. planning, development (economic development at the community level, real estate development), resource management, policy setting, advocacy, etc. Graduates of such a program would most likely find jobs within the supporting Services Sector (see Exhibit 1).

Students taking Business Administration or a Bachelor of Commerce with a Tourism specialty would take courses standard to a business management core and then chose from a variety of tourism electives according to their sector of focus. The sectoral components would be advanced versions of the specialty programs offered at the Certificate Level. The core components would be advanced versions of the Diploma programs described earlier. Graduates would then be eligible to enter the industry at the junior management level with the expectation of rising rapidly to middle management positions.

The undergraduate program is most likely to meet the needs of academically advanced Grade 12 students who wish to obtain a degree prior to entering the workforce. While the "market" for such graduates in the whole of Western Canada at the present time is likely to be modest, the employment potential will increase rapidly over time as industry matures and demands a higher calibre of management. Furthermore, the relative paucity of undergraduate programs in North America and the Pacific Rim provides an opportunity to serve a larger market.

Post-Graduate Training

There is a small but growing number of managers within the tourism industry who already have an undergraduate degree but wish to advance their education via a masters or even a Ph.D. program specializing in tourism. The number of managerial personnel employed outside the industry but wishing to adopt a new career in tourism is also growing. Some of these people would also make ideal candidates for post-graduate training. At the same time, the number of universities in North America offering post-graduate degrees in tourism is relatively small (see Appendix B).

Simon Fraser University recently received funding to establish a graduate program in Tourism Policy and Planning within the National Resource Management Program at SFU. This initiative is most encouraging especially since it will enable resource managers, e.g. forestry, lands, parks and planning occupations, to improve their ability to understand and integrate with the tourism industry. But this initiative is only part of the solution as the larger 'market' will come from students and employers seeking a business/management orientation. While at SFU there exists an excellent Commerce Faculty, the number of faculty members who have spent time working with or researching into the tourism system are very few and are located in different departments and faculties. This factor, combined with the diverse nature of tourism itself, point to the need for an interdisciplinary and even an inter-institutional approach. Perhaps a Joint School of Advanced Tourism Studies could be established

between SFU, UVic and possibly the University of Calgary to develop relevant graduate programs and pool resources and expertise. In order to prepare for the future, academic and educational leadership needs to be shown now. By pooling resources and with the support of industry and the provincial government, a Joint School of Tourism Studies could support a chair and, thereby, attract the kind of expertise and leadership necessary to plan for the future.

Continuing Education Programs

Simon Fraser University has already shown considerable initiative and foresight in developing the Foundation Program in Tourism Management. This program comprises five, three-day sections covering the following topics: Introduction to Tourism, Financial Management, Policy and Planning, Organization and Behaviour, and Marketing.

Since its inception, over 120 managers have completed the course. While an admirable start, the program has some problems with positioning. Middle Managers want technical, operational skills associated with management and are less interested in macro policy areas; senior managers want more advanced programming.

Earlier in this report it was recommended that the colleges become primarily responsible for delivery of a province-wide Diploma program which equips managers with the necessary technical management skills. Ideally, the SFU Foundation program should continue until such Diploma programs are in place elsewhere.

A better use of university talent and expertise might be made if the Extension Faculties of SFU and UVic could concentrate on 'tailor-made' advanced programs and seminars that cover programs in greater depth and are targeted towards senior managers and administrators. The University of Guelph is currently running AMPHI - the Advanced Management Program for the Hospitality Industry - a very successful intensive three week residential course that attracts students from all over the

country. Given the small but growing expertise in tourism, SFU might wish to consider a one or two week intensive course on tourism for college educators or tourism marketing for regional and community associations or tourism development issues for regional and community planners. Such programs could be produced collaboratively by the B.C. Universities and could have appeal to a national market.

The initiatives shown by SFU thus far have received relatively little funding from government. Development costs for the Foundation Program in Tourism Management were covered by a direct grant from the Ministry of Tourism. The Program is administered by the Faculty of Continuing Education on a cost recoverable basis. In order to assist with the further development of innovative programming, the provincial government should be encouraged to increase the funds available for program development provided that some of the associated course materials are made available to other institutions.

Research

Quality instruction is dependent upon relevant and up-to-date resource and research materials. The universities should be encouraged to play a more active role in tourism research and maintain a balance between applied and theoretical studies. Later in this report (Chapter Six)) reference is made to the need for a comprehensive resource centre and the fact that Simon Fraser University, Vancouver Community College and TIABC have each received funding from separate sources to develop Tourism Resource Centre. Since we obviously do not need three, it makes sense for the three organizations to pool their resources to meet all users needs.

CHAPTER SIX: THE PACIFIC RIM INSTITUTE FOR TOURISM MANAGEMENT: A FORUM FOR COLLABORATION

OVERVIEW

The third element of the collaborative model involves the creation of an organization which not only fosters communication and cooperation but also ensures the development of an on-going, continuously improving system of education and training for our existing labour force and those who are considering tourism as a career. At the April meeting of the PTAC there was unanimous agreement regarding the need for a 'coordinating mechanism'. In this chapter it is proposed that such a mechanism take the form of the Pacific Rim Institute for Tourism.

The Pacific Rim Institute for Tourism (PRIT) would have both a domestic and an international focus. On the home front it could upgrade and nurture the domestic tourism industry. In addition, such an entity could eventually market British Columbia's educational expertise to students from around the globe and position Vancouver/B.C. as a major international tourism training centre.

It is proposed that the key features of the Pacific Rim Institute for Tourism would include the following:

1. The institute will have a legislated mandate to grant province-wide, industry-wide Certificates and Fellowships after a combination of training and experience.

2. The institute will be directed by a Board (15-17 persons) comprising senior representatives from industry associations, government agencies, labour and educators.

3. The institute will organize its activities into four functional areas.

- **Programming**: coordination of the design, development and delivery of the Certificate and Diploma programs in full partnership with industry and educators; coordinate and stimulate the development of instructional tools to be used by industry supervisors for on-the-job training of front-line staff.

- **Research and Resources**: operation of a comprehensive resource centre (literary, video and product displays); undertake research into industry's education and training needs; coordinate and communicate research efforts of educational institutions.

- **Marketing and International Development**: create awareness of tourism and positive attitudes to tourism careers within the high school system, the public and political community; market benefits of training and education to industry employers and employees; develop and market ad hoc refresher and specialized seminars in reponse to industry needs; investigate opportunities for the 'export' of training expertise; market B.C. education facilities to emerging tourism industries in the Pacific Rim.

- **Certification**: The institute will have the legislated mandate to provide certificates and fellowships for personnel who have either completed appropriate training programs and acquired the necessary amounts of work experience or who can demonstrate both competence and achievement in their category.

4. The institute will have a permanent, full-time staff capable of stimulating and motivating partners in industry, government and education to accomplish tasks.

5. While the staff will occupy office space at a suitable location, the institute will not be associated directly with an existing campus or institution; nor will it require capital funds for a building.

6. While the delivery of most core programs will continue to be undertaken through existing educational institutions and industry associations, the institute will have the mandate to co-sponsor seminars and workshops as determined by need.

7. The institute will have the clear support from provincial cabinet and government ministries as the body responsible for focussing and coordinating tourism/hospitality education and training for British Columbia and for assigning respective training roles to public institutions, private institutions, government agencies, industry and others.

ORGANIZATION

The organizational structure proposed for the Pacific Rim Institute for Tourism Management is illustrated in Exhibit 12.

Board of Directors

The Board will comprise representatives from the four partner groups: industry, education, government and labour and, ideally, not exceed 15-17 persons with industry holding the balance of power. Senior level representation is essential to ensure that decisions can be made and commitments acted upon. The credibility and effectiveness of the Pacific Rim Institute will depend upon attracting personnel with vision, commitment and leadership.

In order to ensure that the industry component of the Board is representative, the chief elected officer of the senior sectoral associations should occupy a position on the

Board and be given the authority to make decisions on behalf of the association. Since there are important and growing sectors of the industry which are not organized into associations, suitably qualified personnel should be appointed by the Minister of Tourism after consultation with industry. The proposed representation is as follows:

Industry

- o B.C. Hotel Association
- o B.C. Motel and Resorts Assocation
- o B.C. Restaurant and Food Services Association
- o B.C. Chapter of the Canadian Chefs Association
- o Representative for combined Alliance of Canadian Travel Agents and the B.C. Chapter of the Canadian Institute of Travel Counsellors
- o Appointed representative for the Outdoor Recreation/Adventure sector (possibly the Outdoor Recreation Council)
- o Appointed representative of the Events and Attractions sector (possibly TIABC)
- o Appointed representative of the Transportation sector
- o Two representatives of the business community

Educators

- o A representative of University Presidents
- o A representative of College Presidents
- o A representitive of the Open Learning Authority

Government

- o Ministry of Tourism (DM level)
- o Ministry of Post Secondary Education (DM level)
- o Ministry of Labour
- o Representative of federal government should they become a funding partner

Labour

- o Representative of labour (e.g. B.C. Federation)

Note: Even though less than 10% of the total tourism work force is unionized, it is important to acquire the support of labour for the activities of the institute. An individual with an interest in training should be selected.

The prime task of the Board of Directors will be to set priorities and supervise the activities of the Institute's staff. Industry assocations, educators and government agencies will bring concerns, needs, ideas to the Board for discussion. Direction will be given to the Executive Director to prepare a long-range and short-range action plan based on the Board's determination of priorities.

Staffing

Those functions which are likely to require a full-time staff person are shaded in Exhibit 12. The non-shaded functional areas will be undertaken either by voluntary committees and/or consultants on an as-required basis.

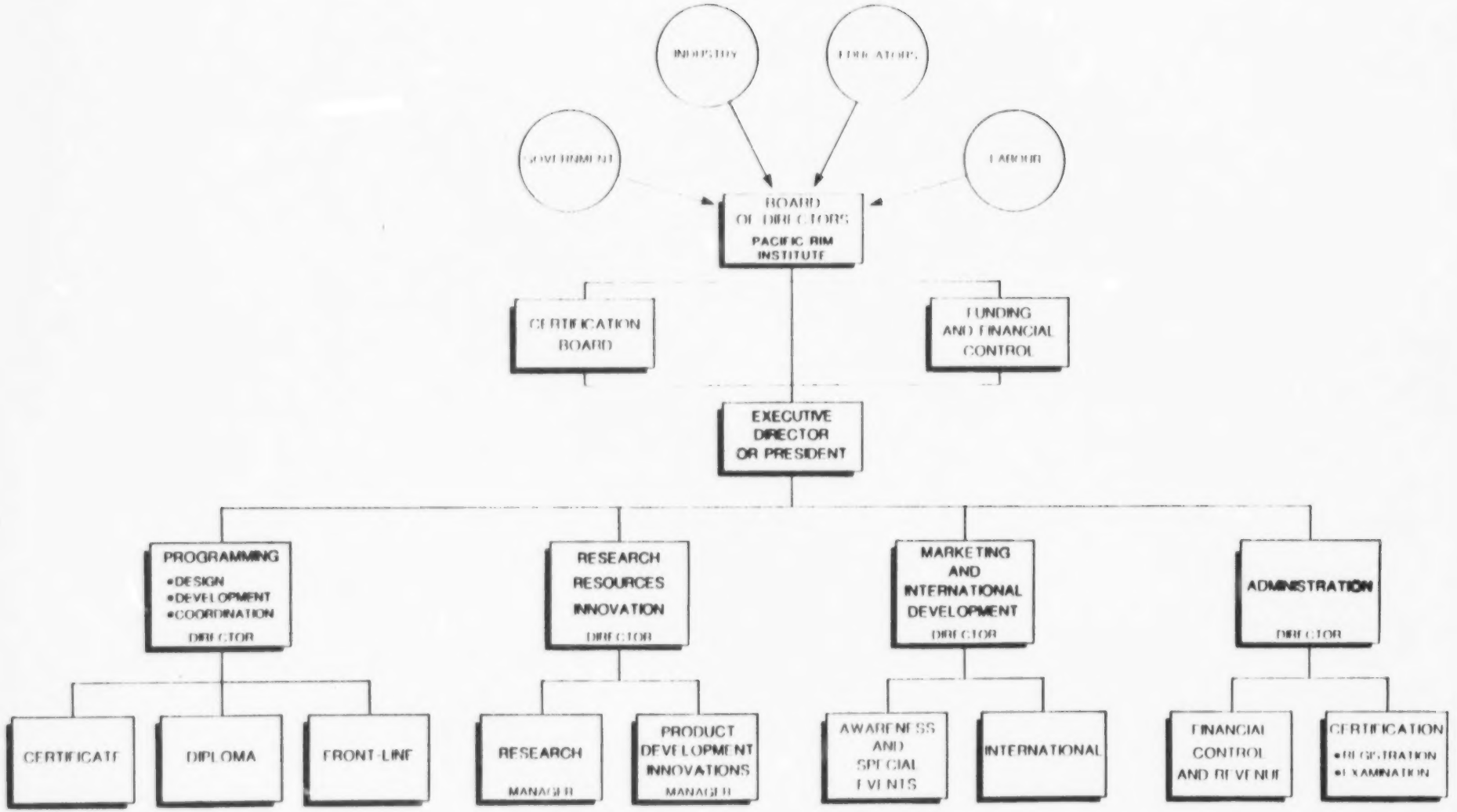
Executive Director

The selection of an appropriate Executive Director is critical for the success of the institute in that the person must continue a demonstrated knowledge and understanding of the tourism industry with a sensitivity to educators' concerns and government's priorities. Characteristics necessary to lead the institute include the following:

- Excellent organizational and communications skills
- Capable of lateral and conceptual thinking with a good attention to detail
- Be results oriented
- Be highly credible to all partners in PRIT
- Be able to hire, motivate, manager and delegate a team of task-driven staff
- Be able to communicate with industry personnel at all levels, academics, senior civil servants and politicians
- Have above average public relations and interpersonal skills
- Have some contracts, administration and fund raising experience
- Have a proven ability to prepare both long-range and short-term action plans

- Be able to manage multiple projects simultaneously

The balance of this chapter is devoted to a discussion of the four functional areas proposed for the institute: programming, research and resources, marketing and international development and administration.



Organization Structure for the Pacific Rim Institute for Tourism

PROGRAMMING FUNCTIONS

Certificate and Diploma

The Director of Programming will be responsible for supervising and coordinating the development and delivery of the Certificate and Diploma programs throughout the Province. In addition, the Director will work with institutional and industry association partners to develop innovative, responsive refresher courses or specialized seminars aimed at middle and senior management.

It is not intended that a centralized institute 'dictate' the design of courses for delivery throughout the Province without respect for local, community needs. Furthermore, there is much talent both within industry and educational institutions which is dispersed around the Province and which should be better utilized. Every attempt should be made to make use of that talent not just to develop curricula guidelines for courses available throughout B.C. but to give educators room for creativity and flexibility within their own community. While there are a variety of means whereby the Certificate or Diploma programs could be established, the following suggestions are submitted to stimulate further discussion.

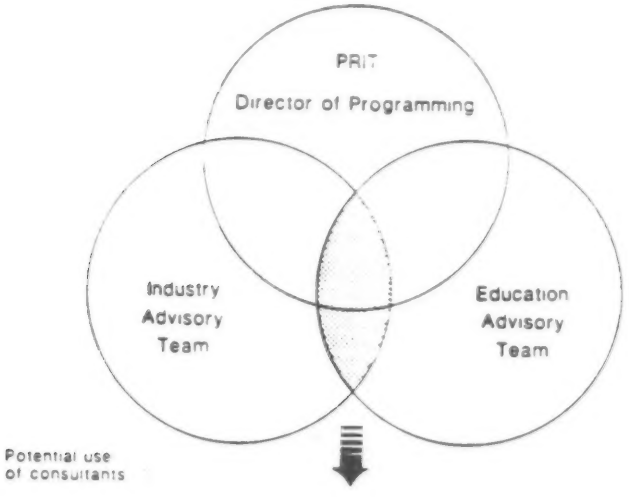
The Director of Programming might be required to establish a series of teams to develop curricula guidelines and competency standards for the individual modules of the Certificate and Diploma programs. Each team could have three components:

1. **Director of Programming** (or an appointed substitute) who is responsible immediately to the Executive Director and ultimately the Board of Directors.

2. An **Industry Advisory Team** (IAT) comprising 2-4 industry 'experts' with the expertise and commitment necessary to identify competency requirements. Once the skill requirements have been determined, the IAT can recommend an industry representative to be hired to work with the Education Advisory Team.

3. **An Educational Advisory Team (EAT)** comprising 2-3 educators selected from institutions within the province who have expertise and experience in the area under focus. Every attempt should be made to utilize the best talent from each sector. While the salaries of the educators would be paid by the colleges, PRIT should cover expenses and be sensitive to the need for some additional remuneration where colleges need to acquire temporary replacements for their 'delegate' on the team.

A cloverleaf model best illustrates how this partnership/team approach could work.



TASKS

The programming team would be charged with determining answers to the following: what, to whom and how?

1. What?

Using the research resources at PRIT the programming team will first determine what course materials have already been developed in British Columbia and elsewhere.

The Industry Advisory Team (IAT) could develop an up-to-date inventory of skills and competency requirements for each functional area under discussion (i.e. prepare DACUM charts similar to those prepared by the Canadian Chefs de Cuisine). Since considerable literature exists from other parts of North America, in most cases the Industry Advisory Team will only be required to review and modify rather than create from scratch. According to Tourism Canada, competency model (DACUM) charts have been developed for bartending and service, professional food and beverage services, and several hospitality services including front office operations, housekeeping, sanitation and maintenance.

2. To Whom & How Many?

The 'market' for such training (i.e. the demand for pre-employment and upgrading training) will be determined using the research resources at PRIT.

3. How?

The educational advisory team will recommend course structure and curricula guidelines based on the competency standards recommended by IAT. The

educational advisory team will also be required to:

- o evaluate and recommend appropriate texts
- o recommend appropriate instructors' qualifications
- o recommend the requirement for equipment, labs, and media resources
- o recommend a grading system for course work
- o compare existing programs with the proposed Certificate modules and suggest modifications.

Once the curricula guidelines and competency standards are complete, the team submits them to the Board of Directors for approval and the team disbands. The Board then applies to the Ministry of Post-Secondary Education for recognition of the course as comprising a component of the Provincial Tourism Certificate or Provincial Tourism Diploma.

DELIVERY

Via Existing Institutions

Colleges wishing to deliver courses approved by the Pacific Rim Institute of Tourism will be required to demonstrate to the Ministry of Post Secondary Education that a) there is sufficient local demand for the course and b) that they have the instructors and resources capable of delivery. If funding is required, an application will also be made to the Ministry of Post Secondary Education. Thus, the colleges have the freedom to choose whether or not to offer courses according to their assessment of local need and their interest and investment in tourism/hospitality related programs. Once a college has become a recognized deliverer of a Certificate Program, PRIT will assist with the promotion of its programs to the local industry.

Via Distance Education

A key objective of the Certificate and Diploma program is provincial accessibility. In many areas it is simply not economical for institutions to offer classroom instruction when the number of students is small. Furthermore, many people working in the industry will be unable or unwilling to attend classroom instruction but would prefer to teach themselves through distance education methods. Consequently, the Director of Programming will be required to determine which modules of the certificate program may be best adapted to distance education and supervise the development of the required resources. This may be done under contract with an existing college or third party consultant. The Pacific Rim Institute for Tourism will be able to copyright the curricula guidelines and acquire a royalty every time they are used.

RESEARCH AND RESOURCE FUNCTIONS

The Director of Research and Resources will be directly responsible for the following functions:

1. Research
2. Operation of a comprehensive resource centre including a product development and testing component
3. Preparation of instructional training materials

Each of these functional areas is addressed in detail.

1. Research

There is a serious lack of reliable data regarding the number and characteristics of jobs in the tourism industry. Labour force planning is impossible to undertake without a comprehensive and accurate understanding of the status quo or available forecasts for the future. Two sources of data are currently available: the data compiled by the TIDSA survey in 1984 and COPS projections generated by the CEIC. Since definitional differences make it difficult to integrate the data sets, an important function of the research component of PRIT would be the annual inventory of tourism-related businesses by sector and region and the quantification of jobs required. In addition, the development of a tracking/monitoring process would enable PRIT to better forecast future training requirements.

The inventory/data base of commercial enterprises would form the market for direct mail campaigns initiated by the marketing branch of PRIT, e.g. promotion of new courses and seminars, etc.

The research branch of PRIT could both disseminate existing data to industry and coordinate some of the research efforts undertaken by the three universities.

2. **Operation of a Comprehensive Resource and Product Development Centre**

With the exception of the Ministry of Tourism's library in Victoria, there is no comprehensive library of literature, reports, periodicals, statistics, educational resource materials of value to the tourism industry, students and general public in British Columbia. Without such a first class resource it will be impossible to develop the quality of training materials required to meet domestic need and international potential. Both Simon Fraser University and Vancouver Community College have received funds to operate a Tourism Resource Centre. The Tourism Industry Association of B.C. (TIABC) has also received 'seed money' from ERDA towards the capital costs associated with establishing a Resource Centre. TIABC currently lacks the operational funds necessary to develop and man such a facility. Care must be taken to ensure a balance between the need for academic literature and vocational resources. It is therefore recommended that a Task Force comprising a mixture of academics, college instructors, research consultants and industry representation be formed as soon as possible to oversee the development of a resource centre that would meet all users needs. It is interesting to note that the Expo corporation - a multi-million dollar corporation - invested in a resource library shortly after being established. The possibility of acquiring both the library resources and research material as a legacy from Expo to PRIT should be explored immediately.

It is assumed that once B.C. gets its domestic act together PRIT will be able to actively encourage the export of domestic expertise through exchange programs, etc. This will necessitate the compilation of background information on the tourism industries in Pacific Rim countries. Eventually, the resource centre could expand to service a market outside of British Columbia. The Travel Research Centre at Boulder, Colorado is an excellent example of a locally

initiated resource that now has national impact.

The ability of any industry to remain competitive is often directly related to its ability to make wise choices regarding new technologies and systems. PRIT could assist both the industry and suppliers to that industry by showcasing and testing innovative products and services. Supplies of products could be encouraged to 'loan' or gift equipment, hardware or software so that it could be tested and critiqued. The supplier would benefit from the feedback prior to product launch and the potentially positive publicity that would occur if its product received an 'A' grade. Industry would benefit from the independent third-party critique. Since the product testing could be farmed out to the colleges, etc., they would benefit from having access to the latest in technology.

The Product Development and Innovation Centre could foster the development and promotion of B.C. menus, innovative designs in accommodation facilities with a west coast flavour, etc. The Centre would conduct an annual review of communities that have achieved excellence in developing and marketing tourism products. Chemainus would be a prime contender, for example. Awards could be given out at an Annual Tourism Summit described later.

3. **Preparation of Instructional Training Materials**

A common complaint heard throughout Canada is the lack of Canadian texts and/or current training materials. As the demand for training increases, we are likely to experience a lack of appropriately trained instructors. Knowledgeable, skilled people from the private sector often do not know how to teach; good teachers are often not up-to-date regarding industry operations.

The third key responsibility of the Research and Resources division will be collecting information that could be used to develop:

- Texts for use in the college system

- Training/educational kits that industry managers can use to train themselves.

- Resource kits that school teachers (elementary and high school) and career counsellors can use to assist their students better come to grips with toursim.

Since it is intended to keep the operational staff of the Institute as small as possible, the production of training materials would be undertaken under contract by third-party suppliers. PRIT could retain copyright and thereby use publication sales both in B.C. and abroad as an additional source of revenue for the institute over time.

MARKETING AND INTERNATIONAL DEVELOPMENT FUNCTIONS

The Director of Marketing and International Development will be directly responsible for the following functions:

1. Raising awareness of the importance of tourism to the economy in general and promoting tourism as a career choice;

2. Marketing the benefits of training to employer and employees within B.C. tourism industry;

3. Organizing specialized seminars/conference in partnership with industry associations and educational institutions.

4. Marketing British Columbia's educational expertise and resources to emerging tourism industries in the Pacific Rim.

Each of these functional areas is addressed in detail.

1. Awareness

The concepts of tourism as an economic activity and the importance of tourism-related training need to be marketed to the following three target audiences:

- The general public, politicians, government, the business community, media, etc.

- The student population and career counsellors who need to know what career opportunities exist in tourism.

- Managers in the industry itself who need to know what standards to expect of entry-level students, what opportunities exist for upgrading managerial and

supervisory skills, what tools are available to train employees 'on-the-job', what information is available to improve profitability.

Several practical, tangible projects could be initiated relatively quickly to tackle the questions of awareness:

- o A technical, fact-laden, encyclopedia of information summarizing the nature, scope and potential of B.C.'s tourism industry that would form the source material for training texts;

- o A general public-relations piece 'This is Tourism' similar to COFI's glossy publication 'The Forest Industry';

- o Some curricular support material that could be used by social studies teachers in British Columbia's elementary and high schools that would foster an awareness of tourism;

- o A booklet highlighting career opportunities in tourism in B.C., Canada and the rest of the world;

- o A directory of tourism-related courses available in B.C. and by region. Such a directory to be computerized and updated by-annually;

- o The launch of a media campaign equivalent to Alberta's award winning "Smile, you're a Tourist Attraction".

2. Marketing

To use an old and wise cliche, "you can lead a horse to water, but you cannot make him drink - unless he is thirsty". The purpose of the marketing function is to create a thirst for skills and knowledge among managers, supervisors and employees so that

they will want to train themselves and their staff. Owners and managers must see the benefits to their "bottom line" from improving their managerial skills and from investing in their human resources. Employees must perceive a benefit from attending courses that results in increased production, remuneration and job satisfaction.
The marketing campaign may take the form of an industry media blitz, direct mail or seminars on the costs of labour turnover, etc. - perhaps those enterprises implementing training programs for managerial and front-line staff could qualify for loans at a slightly lower than average rate?

3. **Specialized Seminars**

It is proposed that the Director of Marketing also have discretionary funding to be applied to specialized seminars on an 'ad hoc' need-driven basis. PRIT will find partners (institutions or industry associations) to co-sponsor workshops, seminars, etc.

Three examples illustrate how this might work:

1. Capilano College wishes to put on a major 1½ day conference on Attraction Management. They need industry input for program design and help with marketing. PRIT co-partners run the event on a profit making basis. Any profit is split 50-50 between the two parties.

2. Simon Fraser University wishes to hold an annual policy analysis, think-tank, brain-storming seminar for a small group. PRIT could supply seed money as above.

3. The Kootenay Chamber of Commerce wishes to put on a seminar on Community Development Planning. PRIT sees the opportunity to develop a seminar module that could be replicated in other communities and retains a consultant to develop a program. PRIT co-sponsors the program not only in the East Kootenays but finds partners elsewhere in British Columbia and generates 'revenue' that can be

reinvested in other programs.

It is also recommended that once a year PRIT hold a major conference - an annual Tourism Summit - on a topic of interest to the tourism community which also involves scholarship awards and education recognition awards to corporations and employees, etc. Such an event - if conceived and executed successfully on a grand enough scale - could be likened to the Oscar or Emmy ceremonies and achieve substantial PR benefits and profile for the industry.

4. International Development

In the short run the opportunity exists to export our education and training expertise to Pacific Rim countries experiencing rapid growth in the tourism sector. PRIT could act as a broker between consumers (Pacific Rim nations and corporations) and suppliers (B.C. educational institutions and training consultants). PRIT would be able to identify opportunities and assist colleges market their expertise. In a practical sense the Pacific Rim Institute could also arrange for the exchange and billeting of foreign students.

In the longer term, the opportunity also exists to encourage the development of a facility that would attract the world's best educators/instructors to teach, train and exchange world class ideas in tourism development, marketing and operations. Such a facility would attract some of the world's brightest students. The location of such an international centre will create the people environment necessary to foster excellence within the domestic industry.

Preliminary discussions with leaders in the tourism training business around the world have revealed considerable interest in Vancouver as a potential future site. In addition, some representatives from the Swiss business community have expressed an interest in the potential for a privately run, privately funded tourism school.

Thus, British Columbia could become a major exporter of tourism expertise to expanding markets within the Pacific Rim - China, Japan, Indonesia and India especially.

Furthermore, by combining creatively our expertise in hospitality with event and attraction management, sport and recreation, business administration, marketing and promotion, language and culture studies, we could differentiate the Vancouver product from many international schools currently in existence.

ADMINISTRATION FUNCTIONS

The Director of Administration will be directly responsible for the following functions:

1. The day-to-day office administration of the institute.

2. Financial control and funding in co-operation with a special Financial Committee appointed by the Board of Directors.

   The provincial and federal funding necessary to give life to this initiative should eventually be supplemented by funds generated by the institute for services rendered. A financial plan should be prepared to outline methods of generating revenue for the centre.

3. Certification and Registration

   The role of the Pacific Rim Insititute for Tourism in granting Certificates and Diplomas is discussed in the following chapter. If, as this report suggests, students are to be allowed to work towards a Certificate or Diploma on a course by course basis and using a variety of delivery mechanisms and institutions, some entity needs to keep track of the students' progress. It is recommended that this function be undertaken by the Administration section of PRIT. Note: it will be

some time before a full-time staff person is needed for this function as it will take some time for the Certificate and Diploma programs to be put in place.

There has been some concern expressed that the introduction of the Pacific Rim Institute could be another "bureaucracy". Given that tourism is a $2.5 billion industry and the fact that we currently have only two government officials responsible for coordinating training, we do not feel that the addition of 4-6 task driven people with a heavy agenda of projects and tasks constitutes a bureaucracy. It is vital, however, that the four key personnel in PRIT do not not become immersed in program administration. Individuals should be hired based on their reputation for 'getting the job done' and for facilitation and motivation.

CHAPTER SEVEN: CERTIFICATION PROCEDURES

A fundamental component of the educational model proposed in this report is the creation of an industry-driven, independent body that can provide certification for those who have completed appropriate education/training and met specified practical experience requirements.

Precedents

There are numerous precedents for such a certifying institute both within and outside the tourism industry. Chartered Accountants, Bankers, Doctors, Nurses and Real Estate professionals have long since recognized the need for identifying, testing and recognizing various levels of competency.

Within the Canadian tourism industry most progress towards certification has been made in the travel agency and culinary sectors. The Canadian Institute of Travel Counsellors (CITC) has developed standards in the form of a 'core curriculum' which identifies areas of competency and specific knowledge and skill requirements within those areas of competency. CITC then 'approves' community college and private college programs as offering a curriculum meeting CITC standards. CITC administers examinations and, provided that applicants both pass the exams and have completed a specified amount of successful work experience, candidates are designated 'Certified Travel Counsellors' and become eligible for full voting membership in CITC.

The Canadian Federation of Chefs de Cuisine (CFCC) has also developed standards and a certification program which certifies at a level above journeyman cook, i.e. Chefs de Cuisine. Certification is awarded if the candidate possesses the required training, experience, skills and passes a six-hour examination. Certification is also based on performance and the attestation of the skill levels of the candidate by a qualified member of the CFCC.

While there are no Certification programs for the lodging industry in Canada, the Educational Institute of the American Hotel and Motel Association has developed a Diploma program that leads to professional certification. Each of the Institute's professional certification programs require proven industry knowledge and experience and include the following: Certified Hotel Administrator (CHA), Certified Front Office Executive (CFOE), Certified Food and Beverage Executive (CFBE) and Certified Engineering Operations Executive (CEOE). Much valuable material has been developed by the Educational Institute and, through the Academic Partnership Program, is available for a fee to Canadian colleges and associations. It has not been widely adopted because of the need to adapt much of the content to different Canadian conditions. It should serve, however, as a major resource and building block toward the development of an acceptable Canadian equivalent.

The precedents outlined above suggest that not only is it possible to develop certification procedures for the sub components of the tourism industry but that it is vital that any provincial initiatives in this regard integrate as closely as possible with other provincial efforts and ultimately national standards.

Certification Procedures

While it would be premature within this report to define all the parameters of the proposed Institute's designations, the principles established by the TIALTA Task Force on Tourism Education and Training in Alberta should apply to the Pacific Rim Institute for Tourism:

> "...the process for qualifying for an Alberta Tourism and Hospitality Institute designation must involve two components:
>
> a) a formal education/training component; and
> b) a period of experience component

> ...there must be alternative routes to the same designation. This is particularly important in the initial years of the Institute as it seeks to upgrade the qualifications of individuals currently in the industry and, in some cases, to retain persons from other fields."[1]

For the purposes of future discussion, it is recommended that the Pacific Rim Institute for Tourism based in British Columbia offers three membership designations: **member, fellow** and **senior fellow.** Candidates will be awarded these designations based on their ability to pass the appropriate membership exam and after supplying proof of their work experience.

Exhibit 13 illustrates the various routes that applicants could take to receive the different designations according to a combination of education and work experience.

Member Category

Potential **Members** of PRIT could come from one of three sources:

1. Have successfully completed the Certificate in Tourism in their area of specialty, worked no less than **four** years in the industry and passed the Members Entrance Exam.

2. Have successfully completed an approved undergraduate Degree course in tourism, worked no less than **two** years in the industry and passed the Members Entrance Exam.

3. Have no formal educational qualifications but have worked for no less than **five** years in the industry and passed the Members Entrance Exam.

1 "A Framework for the Establishment of the Alberta Tourism and Hospitality Institute". Report on the TIALTA Task Force on Tourism Education and Training in Alberta.

EXHIBIT 13

ROUTES OF ACCEPTANCE INTO THE PACIFIC RIM INSTITUTE FOR TOURISM

Education	Minimum Industry Experience	Exam	Designation
Certificate[1]	4 years	Members	Member
Bachelors Degree[3]	2 years	Members	Member
None	5 years	Members	Member
Diploma[2]	5 years	Fellow	Fellow
Masters Degree[3]	3 years	Fellow	Fellow
None	8 years	Fellow	Fellow
Ph.D. Degree[3]	5 years	Fellow	Distinguished Fellow
None	12 years	Peer Review 65% vote from Board	Distinguished Fellow

1. Certificate of Tourism - for proposed scope see Chapter Five
2. Diploma in Tourism Management - for proposed scope see Chapter Five
3. Degrees to be approved as relevant by the Board of PRIT

Fellow Category

Candidates seeking to become **Fellows** of the Pacific Rim Institute for Tourism could also come from three sources:

1. Have successfully completed the Diploma in Tourism Management plus worked at least **five** years in the tourism industry and passed the Fellows Entrance Exam.

2. Have successfully completed an approved Masters Degree course in tourism, worked no less than **three** years in the tourism industry and passed the Fellows Entrance Exam.

3. Have no formal education qualifications but have worked for no less than **eight** years in the industry and passed the Fellows Entrance Exam.

Distinguished Fellow Category

The three sources from which applicants for the most prestigious category of Institute membership could be derived are as follows:

1. At least **five** years successful work experience plus a Ph.D. in tourism and successful completion of an entrance exam.

2. No educational qualifications, no less than **ten** years successful work experience and successful completion of entrance exam.

3. No educational qualifications, a record of no less than **fifteen** years of successful work experience and dedicated service to the tourism industry, nomination to this category by a peer and accepted after a 65% in favour vote of the Board. This stream is essentially the "Grandfather" stream

reserved for those distinguished achievers whom the Board may wish to honour but on whom the Board may not wish to impose an examination.

Interrelationship with other Certificates

The primary purpose of the Certification Status of the Pacific Rim Institute of Tourism is to introduce a set of professional qualifications that are common to the whole industry, throughout British Columbia. These qualifications will only be recognized elsewhere in Canada provided that, from the outset, PRIT's Board and staff are committed and supportive of the need to maintain very close links with other certifying bodies both national and provincial. If, for example, exams for the Member category - lodging specifically - were developed in conjunction with the Alberta Hospitality Council (a similar entity to PRIT being proposed for Alberta), lodging employers in both provinces would have confidence that persons holding such Membership status, regardless of the nomenclature, would have similar levels of competence. Relationships between this designation and the AH & MA certification programs could also be clearly spelled out.

The proposals outlined above are presented in this report to stimulate discussion and to focus further thought and refinement. It would be both impossible and foolish to attempt to outline in any more detail how the Certification Procedures might work without further consultation with representatives of the industry sectors in B.C. and across the nation. It is vital that B.C. does not attempt to 'go it alone'. Nor is it necessary. The opportunity, however, to make a meaningful contribution to the development of national standards is real and should not be lost.

CHAPTER 8: CONCLUSIONS AND CALL TO ACTION

SUMMARY OF RECOMMENDATIONS

Pre-Employment Awareness/Schools

- The Career Preparation Grade 12 Tourism Option should be offered by more schools than the few currently doing so. If necessary to encourage this, special introductory seminars on the tourism industry should be developed and delivered to High School teachers.

- The feasibility of introducing an optional resource package on the tourism industry to be used by Social Studies teachers between Grade 9 and Grade 12 should be investigated.

- An attractive package (video and booklet) on career opportunities within the tourism industry that would illustrate the variety of jobs available, career paths and growth potential, etc. should be published annually.

- A directory of tourism-related courses available in B.C. and categorized by region should be published.

Front-Line Employee Training

- Industry to assume increased responsibility for on-the-job training of front-line employers with the assistance of subsidized training packages.

- Private training schools should continue to provide pre-employment training but encouraged to follow curricula guidelines established with industry input. HIEAC could possibly play a coordinating role with the Ministry of Labour to ensure consistency among institutions.

- Colleges to continue to offer existing pre-employment training (pre-employment and upgrading).

- Subsidies available for employers and employees engaged in on-the-job training as supplied by the Ministry of Labour and CEIC should be better marketed and streamlined.

- Industry associations should encourage their members to pay higher wage scales to employees who have undertaken an approved form of training.

- A province-wide program of recognition should be introduced to acknowledge those companies and employees that have made a significant commitment to training.

- A major marketing effort should be initiated to inform employees of the tangible investments that accrue from an investment in human resource planning and training.

Supervisory Training

- Initial efforts to tackle the challenge of professionalising the industry should focus on the need to equip supervisors with the skills and knowledge necessary to manage and motivate front-line staff.

- There is an urgent need to introduce a series of training programs that lead to province-wide and industry-wide Certification. Without these achievement milestones there is little incentive for personnel to upgrade.

- A province-wide Certificate in Tourism program comprising Core and Specialty components is recommended. Course content should be standardized and modular so that students can articulate from one institute delivering all or part

of the certificate program to another.

- The Certificate-related courses should be delivered by both the regional colleges and through distance-education programs coordinated by the Open Learning Authority.

- Existing college programs should be examined to determine what modifications might be necessary to become part of the proposed Certificate Program.

- Innovative and flexible methods of delivering the programs should be developed to ensure the programs are accessible to personnel already working within the industry.

- Government funding should be allocated to the development of program content, instructional tools and innovative delivery methods.

- Wherever possible the program 'modules' should be delivered on a cost recovery basis.

Management Training

- There is a serious short-term need to coordinate and rationalize the various 'ad hoc' management programs currently available to assist small business, to identify those which have greatest appeal to tourism business and to encourage managers to upgrade their managerial skills.

- In order, over the long-term, to provide managers with further incentive for training and to equip them with relevant skills a province-wide, industry-wide Diploma in Tourism Management has been proposed.

- Colleges should be responsible for delivering the classroom components of the course and every effort should be made to supplement this traditional form of classroom delivery with innovative and flexible methods of distance delivery and self-taught programming.

Senior Management Training

- There is an important role for universities to play in educating the personnel who will eventually become senior executives, planners and strategists within the tourism industry.

- The universities in the province should be working towards an integrated education and training system that combines undergraduate, graduate and continuing education programs supported by a meaningful and active program of research and publication.

- In order to attract a high calibre of students into the tourism industry there is potential for a four-year university degree provided that it is tied either to a business administration program or a resource management program.

- Initiatives by Simon Fraser University to establish a graduate program in Tourism Policy and Planning as part of a Masters in Resource Management program should be applauded and later supplemented with a tourism option within postgraduate business or Commerce faculties.

- The Foundation Program in Tourism Management should be continued until the Diploma in Tourism Management is up and running.

- More attention should be placed by Continuing Education Facility on developing one or two week intensive courses such as introduction to tourism for colleges educators, tourism marketing for regional and community associations or tourism

development issues for regional and community planners.

Research and Resources

- The universities, colleges and the Tourism Industry Association of B.C. should pool the resources separately earmarked for a Tourism Resource Centre to ensure there is a balance between academic and vocational research and resources.

CALL TO ACTION

In order to realize the potential for professionalism in the tourism industry as outlined in this report, certain steps need to be taken:

1. Gain Industry Support and Participation

While earlier drafts of this documents have been widely circulated among industry associations and individuals, there is still a need to gain full support and acceptance of the strategy by industry. The strategy will be presented to the Provincial Tourism Advisory Council on November 27th. Meetings with the Boards of key sectoral associations should take place shortly thereafter and the opportunity given for these organizations to suggest modifications and additions. As part of this process, it should be possible to get a clearer sense of priorities from each of the sector groups that could be used as input into a detailed implementation plan.

2. Gain Educators Support and Input

College and university educators have been consulted extensively in the process of preparing this report. Considerable enthusiasm and support for this initiative has been demonstrated and the various educational institutions have shown a

substantial commitment to further collaboration. The strategy will be presented to the Council of College Presidents on November 20th when the institutions should be asked to review and respond to the strategy.

3. Strategy Steering Committee

In order to maintain the momentum generated by this strategy it is recommended that a small strategy steering committee be struck that includes one senior representative from each of the following:

the Ministry of Tourism
the Ministry of Post Secondary Education
Regional Colleges
Universities
the private sector

The task of the Steering Committee will be:

1. to review input received from industry and educators

2. to prepare a submission (including detailed budget) to cabinet for the formation of the Pacific Rim Institute for Tourism

3. to liaise with efforts currently being made by Tourism Canada to coordinate the definition of job standards in various sectors of the tourism industry on a national basis

4. to prepare a detailed implementation plan for the Pacific Rim Institute of Tourism or alternative as requested by Cabinet.

APPENDICES

APPENDIX A

SUMMARY OF COURSES TARGETED AT FRONT-LINE EMPLOYEES

Course Title	Institution	Length	Graduates
LODGING			
FOOD AND BEVERAGE			
Dining Room & Lounge Service	VVI	12 weeks	116
Baking Industrial	VVI	40 weeks	41
Basic Food Service	VVI	24 weeks	10
Charcuterie	VVI	16 weeks	17
Cooking: Short Order	VVI	16 weeks	141
Cooking: Inst/Campt	VVI	16 weeks	121
Cooking: A La Cart	VVI	16 weeks	101
Cooking: Chinese Cuisine	VVI	24 weeks	22
Food Service Technician	Langara	72 weeks	34
Professional Cook	Camosun	16 weeks	48
Cook Training	New Caledonia	1 year	30
Cook Training	Malaspina	1 year	65
Commercial Baking	Malaspina	1 year	26
Cook Training	Caribou	1 year	16

APPENDIX A (cont'd)

SUMMARY OF COURSES TARGETED AT FRONT-LINE EMPLOYEES

Course Title	Institution	Length	Graduates
Professional Cook-Short Order	BCIT	20 weeks	
Professional Cook - Inst.		20 weeks	
Professional Cook - A La Carte		20 weeks	
Cook Apprentice		4 weeks	
Baking Apprentice		4 weeks	
Restaurant Services Level 1		10 weeks	
Restaurant Services Level 2		10 weeks	
Professional Bartending	Westec*	4 weeks	
Bartending Certificate	Fine Art Bartending* School		16
Waiter-Waitress	Fine Art Bartending School	1 week	
Professional Culinary Training	Pierre Dubrelle*	1 week	40
TRANSPORTATION			
Chauffer Training	Star Limousine Chauffer School*	1 week	117
EVENTS AND ATTRACTIONS			
OUTDOOR RECREATION			

APPENDIX A (cont'd)

SUMMARY OF COURSES TARGETED AT FRONT-LINE EMPLOYEES

Course Title	Institution	Length	Graduates
TRAVEL TRADE			
Jnr. Travel Agent	Vancouver Island School for Travel Agents	5 months	60
Travel Agent	New Caledonia	Part Time	66
Travel Counsellor	BCIT		
Travel Agent	BCIT		
Travel Consultant	Malaspina	5 months	40
Jnr. Travel Agent	Okanagan	3 months	26
Travel Counselling Prog.	Open Learning Institute		
Jnr. Travel Agent	Canadian Travel College*	4 weeks	77
Travel Counselling and Computer	Travel Training Centre*	8 weeks	152
Travel and Tourism Counsellor	Karen Hall Careers*	6 months	74
Hospitality Certificate	Fine Art Bartending School	1 week	90
Travel and Tourism Diploma	Marie Tanko Career College	1 year	90

APPENDIX A (Cont'd)

SUMMARY OF COURSES TARGETED AT MANAGEMENT

Course Title	Institution	Length	Graduates
LODGING			
Motel Management	Open Learning Institute		
Tourism is Your Business - A Financial Management Program for Canada's Lodging Industry	via The Knowledge Network		
FOOD SERVICE			
Restaurant Management	Open Learning Institute		
TRANSPORTATION			
EVENTS AND ATTRACTIONS			
OUTDOOR RECREATION/RESORT			
TRAVEL TRADE			
GENERIC TOURISM			
GENERIC MANAGEMENT			
Business Management Seminars	FBDB		
Business Management Courses	FBDB in conjunction with colleges		
Management Courses	Extension departments of universities & colleges		

APPENDIX A

SUMMARY OF COURSES TARGETED AT SUPERVISORY EMPLOYEES

Course Title	Institution	Length	Graduates
LODGING			
Hotel and Restaurant Administration	Camosun	2 years	64
Hospitality Administration	BCIT	2 years	160+
Hospitality Management	NIC	1 year	new
Hospitality Management	Okanagan College	1 year	17
Hotel and Restaurant Administration	Malaspina		
Motel Management	Open Learning Institute		
FOOD SERVICE			
see above			
Cocktail Bar Management	VCC	12 weeks	12
Dining Room and Lounge Service - Supervisor	VCC	12 weeks	15
Food Safe/Sanitation	VCC	2 weeks	18
Kitchen Management	VCC	16 weeks	N /A
Restaurant Management	Opening Learning Institute		
TRANSPORTATION			

APPENDIX A (Cont'd)

SUMMARY OF COURSES TARGETED AT MANAGEMENT

Course Title	Institution	Length	Graduates
EVENTS AND ATTRACTIONS			
Event and Attraction Management	Capilano		
OUTDOOR RECREATION/RESORT			
Ski Resort Operation and Management	Selkirk	1 year	24
TRAVEL TRADE			
Travel and Tourism	BCIT	2 years	N/A
GENERIC-TOURISM			
Certificate in Tourism at Whistler	Capilano College		

APPENDIX B

MASTERS PROGRAM IN AREAS OF HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

PENN STATE UNIVERSITY
College of Human Development
University Park, Pennsylvania

Title - Hospitality Education. This program is designed for students who have managerial experience in the hospitality industry and want to teach in hospitality education. It is an unstructured program individualized to the student. Enrollment is small.

THE UNIVERSITY OF NEW HAMPSHIRE
Durham, New Hampshire 03824

MBA - Hotel Concentration

Concentration in hotel management is in the second year. One semester is spent off campus in an intern program. No hotel, restaurant or toursim graduate courses are listed in the catalogue. The Hotel Concentration seems to consist entirely of independent study and internship.

CORNELL UNIVERSITY
School of Hotel Administration
Ithaca, New York 14853

MPS (Master of Professional Studies)
B.S. in hotel or Tourism is not required by all candidates are expected to have an experience in the field. 18 hours of business courses are required before admittance. MPS is a 64 credit hour program. Thesis is required. There are three possible tracks to follow in obtaining the MPS:

Track I	for students without hotel-restaurant-tourism background
Track II	designed individually for students with hotel-restaurant background
Track III	designed for graduates of Cornell Hotel School

M.S. and Ph.D.
M.S. requires one full year of residence beyond the bachelor's. Students must first obtain a B.S. from Cornell to obtain M.S.

APPENDIX B (Cont'd)

MASTERS PROGRAM IN AREAS OF HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

UNIVERSITY OF WISCONSIN - STOUT
Menomonie, Wisconsin 54751

M.S. - Hospitality and Tourism

36 credit hour program. Bachelor's in hotel and restaurant management preferred. Thesis is required.

NEW SCHOOL FOR SOCIAL RESEARCH
66 Fifth Avenue
New York, New York 10011

MPS (Master of Professional Studies) - Tourism and Travel Administration

48 credit hour, 3 year program. Thesis and research project required.

UNIVERSITY OF HOUSTON
Conrad N. Hilton College of Hotel and Restaurant Administration

Masters degree was planned for implementation in 1984.

WASHINGTON STATE UNIVERSITY
Pullman, Washington

MBA

Allows limited work in hotel and restaurant administration.

UNIVERSITY OF MASSACHESETSS
Amherst, Massachusetss 01001

M.S. - Hotel, Restaurant and Travel Administration

36 credit hour program with thesis. Open to all students but requires collateral work for those who do not have adequate background in business/economics courses and in hotel/restaurant/travel courses.

Course requirements:

- 5 graduate courses in hotel/restaurant/travel
- 3 graduate courses in business

APPENDIX B (Cont'd)

MASTERS PROGRAM IN AREAS OF HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

FLORIDA INTERNATIONAL UNIVERSITY
Miami, Florida

M.S. - Hotel and Food Service Management

50 credit hour program.

PURDUE UNIVERSITY
West Lafayette, Indiana

M.S. with specialization in:
- Management of food service lodging operations
- Organization
- Personnel Management
- Institutional Equipment
- Layout and Design
- Cost Control
- Quantity Food Production
- Marketing and Consumer Research

Offers only nine courses - students must take remainder in other areas such as engineering, food sciences, sociology, etc.

MICHIGAN STATE UNIVERSITY
College of Business
School of Hotel, Restaurant and Institutional Management
East Lansing, Michigan

MBA - Major in Hotel, Restaurant and Institutional Management

56 credit hour program

GEORGE WASHINGTON UNIVERSITY
Department of Human Kinetics and Leisure Studies
Washington, D.C. 20052

M.A. in Education and Human Development and Travel Administration

36 credit hour program.

APPENDIX B (Cont'd)

MASTERS PROGRAM IN AREAS OF HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

FAIRLEIGH DICKINSON UNIVERSITY
Samuel J. Silberman College of Business Administration
Rutherford, New Jersey 07070

MBA - major in Management for Hospitality Managers

51 credit hour program

UNIVERSITY OF NEW HAVEN
School of Business Administration
West Haven, Connecticut

MBA - 48 credit hour program

Concentration - 12 credit hours in hotel/restaurant management
Option - for those with an undergraduate degree in the field, 21 hours in hotel management

UNIVERSITY OF NEVADA - LAS VEGAS
College of Hotel Administration
4505 Maryland Parkway
Las Vegas, Nevada 89154

M.S. - Hotel Administration

36 credit hour program. Thesis or professional paper required.

ARIZONA STATE UNIVERSITY
Department of Leisure Studies
Tempe, Arizona 85287

New program - Master in Travel and Tourism. No details available.

UNIVERSITY OF DENVER
School of Hotel & Restaurant Management

MBA - Hotel and Restaurant Management

92 quarter hours (= approximately 61 semester hours) 26% in hotel and restaurant management.

APPENDIX B (Cont'd)

MASTERS PROGRAM IN AREAS OF HOTEL, RESTAURANT, AND TOURISM MANAGEMENT

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY
M.S. and Ph.D. - Hotel, Restaurant and Institutional Management
Bachelor's in related field preferred.

M.S.:

45 quarter hours (= approximately 30 semester hours)
Thesis required

Ph.D.

135 quarter hours (= approximately 90 semester hours)